Қазақстан Республикасы Ғылым және жоғары білім министрлігі Министерство Науки и Высшего образования Республики Казахстан
Ministry of Science and Higher Education of the Republic of Kazakhstan
Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Южно-Казахстанский педагогический университет имени У.Жанибекова
South Kazakhstan Pedagogical University named after U. Zhanibekov

«Тіл біліміндегі жасанды интеллект: ағылшын тілін үйрену мен коммуникацияны түрлендіру» атты білім алушылар мен мектеп түлектері арасындағы халықаралық ғылыми-тәжірибелік конференциясының ҒЫЛЫМИ МАҚАЛАЛАР ЖИНАҒЫ

СБОРНИК СТАТЕЙ Международной научно-практической конференции среди студентов и выпускников школ «Искусственный интеллект в языковом образовании: трансформация изучения и коммуникации на английском языке»

THE COLLECTION OF SCIENTIFIC ARTICLES International scientific and practical conference of students and school graduates “ Artificial Intelligence in Language Education: Transforming English Language Learning and Communication ”

Шымкент, 2025 жыл

УДК 004.8:80/81
ББК 32,813:81.2
Т93

Ұйымдастыру алқасының төрайымы

Сугирбаева Гулжан Даулетбековна	- Ө.Жәнібеков атындағы ОҚПУ Басқарма төрағасы – Ректордың у.м.а.

Ұйымдастыру алқасы

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«Тіл біліміндегі жасанды интеллект: ағылшын тілін үйрену мен коммуникацияны түрлендіру» атты білім алушылар мен мектеп түлектері арасындағы халықаралық ғылыми-тәжірибелік конференциясының ғылыми мақалалар жинағы. Шымкент 2025жыл.

Сборник статей.Международной научно-практической конференции среди студентов и выпускников школ «Искусственный интеллект в языковом образовании: трансформация изучения и коммуникации на английском языке». Шымкент 2025 г.

The collection of scientific articles. International scientific and practical conference of students and school graduates “ Artificial Intelligence in Language Education: Transforming English Language Learning and Communication ”. Shymkent 2025

ISBN 978-601-7968-50-2

Жинаққа Қазақстан Республикасының және Шет елдердің жоғары және орта оқу орындарының жас ғалымдары, студенттері және мектеп оқушыларының ғылымизерттеу жұмыстарының нәтижелері ендірілді. Барлық жарияланымдар авторлардың редакциясымен берілген.

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ЖАСАНДЫ ИНТЕЛЛЕКТ(ЖИ) ЖӘНЕ ТІЛ ҮЙРЕНУ

UDC 81’373

THE IMPACT OF GPT AND ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING

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Түйіндеме

Мақалада тілді меңгерудегі GPT және нейрожелілердің ықпалы жайлы қарастырылатын болады. Студенттердің болашақта кез келген тілді арнайы нейрожелілердің арқасынды үйренуге болатыны жайлы қарастырып өтеміз. Арнайы желілер мысалы GPT, Llama 2 деген секілді арнайы желілерді қолданып, тілді үйрену өте ынғайлы әрі нақты бір жоспарлар бойынша жүретін болад.

Резюме

В статье будет обсуждаться влияние GPT и нейронных сетей на усвоение языка. В будущем студенты смогут говорить на любом языке. Мы рассмотрим как обучаться специальных нейронных сетей . Для изучения языка можно использовать специальные сети, GPT, Llama2. Обучение будет очень удобным и будет проходить по определенным планам.

In recent years, large language models such as GPT-4 and Llama-2 have become an integral part of everyday life. Their ability to generate coherent text and respond to queries has led to widespread applications, including powering search engines, improving productivity, and producing content that people interact with every day. However, whether these models actually understand language or have the ability to think remains a matter of debate. Nevertheless, it is undeniable that they are capable of capturing a wide range of language patterns. This has given rise to a new field in computational linguistics dedicated to understanding what aspects of language these neural models encode. [1]

This article attempts to answer a fundamental question: how can modern neural networks, including language models, be valuable for the study of language acquisition and cognitive

science, given that they were not designed as cognitive models? We argue that there are four main ways in which these models can help achieve broader scientific goals.

A New Modeling Paradigm

In cognitive science, discussions of “traditional” and “new” modeling approaches typically contrast symbolic models with neural network models. Since this paper focuses on how neural networks can contribute to language acquisition research, we will use “traditional” to refer to both connectionist and neural network-based cognitive models. These models, which have been in development since the mid-1980s (McClelland, Rumelhart, & PDP Research Group, 1986), were developed as simplified representations of neural processes in the brain. Their design is intended to mimic human learning and cognitive processing, making them particularly useful for testing hypotheses about language acquisition.

In contrast, recent large-scale language models (Devlin et al., 2019; Brown et al., 2020) are not specifically designed to model human cognition, but they appear to replicate many linguistic behaviors. This has sparked interest in studying how these models relate to human language learning. In addition, some researchers argue that these models should be considered formal linguistic theories . Unlike traditional cognitive models, these new neural network models are not designed to mimic human learning mechanisms. Therefore, it is important to clarify their role and how they fit into the scientific study of language acquisition. [2]

Realism and Instrumentalism in Science

The modeling approaches discussed in this article are closely related to the philosophical debate between realism and instrumentalism in science. Scientific realism holds that the ultimate goal of science is to discover, at least approximately, the truth. It assumes that theoretical constructs and their properties reflect the underlying reality of the phenomena under study. In this view, scientific language is taken literally, and scientific progress is seen as increasing our approximation to the truth. Instrumentalism, on the other hand, argues that the primary purpose of science is to accurately describe and predict observations, without necessarily including theoretical entities or mechanisms in reality. From this perspective, science serves as a practical tool for understanding the relationships between observed data. Strong instrumentalism argues that scientists do not need to assume that unobserved entities exist; however, weak instrumentalism allows for

some degree of realist commitment. These two approaches represent different but complementary goals that researchers may prioritize independently or simultaneously. [2]

Exploring the Opportunities and Challenges of NLP Models in Higher Education: Is ChatGPT a Blessing or a Curse?

Over the past few decades, the world has undergone significant changes, and technological advancements continue to reshape various sectors, including education. The introduction of ChatGPT has sparked intense discussions among academic stakeholders, including researchers and educators. Developed by OpenAI, ChatGPT is an advanced Natural Language Processing (NLP) model trained on vast datasets to generate text-based responses to student inquiries, feedback, and prompts. It has the ability to simulate conversations, provide explanations, offer feedback, and support learning. By engaging with students through text-based interactions, it has the potential to enhance their learning experience and foster a greater connection with educational material. However, the rapid adoption of NLP models like ChatGPT also presents several challenges. This article examines both the opportunities and obstacles these AI-driven tools present in higher education. Additionally, it highlights gaps in existing research, proposes new research directions, and encourages further discussion on the role of NLP models in academia. [2]

2.1. The Rise of NLP in Academia

Although Natural Language Processing (NLP) models have been under development since the 1950s (Jones, 1994), their impact has grown exponentially over the last decade, largely due to advancements in deep learning techniques and access to large datasets. These models are now playing a transformative role in higher education by enabling personalized learning experiences, providing real-time support, and enhancing various teaching methodologies. One of the key applications of NLP models in academia is their ability to analyze extensive textual data—including academic articles, textbooks, and other course materials—to offer students personalized recommendations that align with their unique learning preferences. Moreover, NLP-based chatbots and virtual assistants can provide on-demand academic support, helping students access relevant information whenever needed. With the release of ChatGPT and Google Bard in early 2023, the use of NLP-driven language models in education has gained widespread recognition. These generative AI tools can generate human-like responses to a variety of prompts related to coursework, research, and academic inquiries. As a result, their applications extend beyond basic support, encompassing fields such as language learning, academic writing, and general knowledge acquisition. As new NLP applications continue to emerge, these technologies are expected to further influence and enhance student learning. [4]

2.2. Opportunities in Higher Education

Personalized learning adapts educational experiences to meet the specific needs, interests, and abilities of individual students. NLP models can facilitate this approach by analyzing students' language use, feedback, and performance to generate customized study plans. These plans may include tailored content, targeted activities, and personalized assessments, all designed to optimize learning outcomes. Research has demonstrated that personalized learning strategies can significantly enhance student engagement, academic performance, and self-efficacy. When students receive materials suited to their interests and skill levels, they are more likely to engage with the subject matter and develop a deeper understanding. NLP models contribute to this process by generating individualized feedback and highlighting areas where students may need additional support or where they have demonstrated mastery. For example, when a student submits a response to a question, an NLP model can evaluate the response and provide tailored feedback. Additionally, it can recommend further learning materials, suggest practice exercises, or identify areas for improvement. By enabling self-directed learning, these models empower students to take control of their educational journey and develop independent study skills. On-Demand Academic Support Immediate access to support is crucial for student success, particularly for those studying independently or in online learning environments. NLP models can provide real-time assistance by responding to students' questions, clarifying concepts, and guiding them through challenging coursework. The advantages of on-demand support are numerous. First, it allows students to overcome academic difficulties without prolonged delays, enhancing their overall understanding. Furthermore, real-time assistance fosters confidence and self-efficacy by ensuring that students have access to the resources they need to succeed. NLP-powered chatbots and virtual assistants can offer immediate, 24/7 academic support. Whether accessed via mobile devices, laptops, or desktop computers, these tools provide students with flexible, location-independent assistance. Additionally, NLP models can deliver support in multiple formats—text-based responses, audio explanations, or video tutorials—catering to individual learning preferences and making educational resources more accessible. [4]

2.3. Challenges in Higher Education

Despite the significant advantages of NLP models like ChatGPT and Google Bard, their adoption also raises several challenges and ethical concerns. Accuracy and Reliability One of the primary concerns is the accuracy of AI-generated content. The reliability of an NLP model depends on several factors, including the quality, diversity, and complexity of the training data, as well as the clarity of the user's input. If the model has been trained on biased, incomplete, or low-quality datasets, it may produce inaccurate or misleading responses. Previous research (Fuchs, 2022) has emphasized the importance of developing higher-order cognitive skills in higher education, such as critical thinking and problem-solving. However, NLP models may struggle with the nuances and intricacies of human language, leading to misinterpretations or oversimplified explanations. Moreover, the accuracy of NLP-generated responses can be affected by the complexity of the input. Idiomatic expressions, ambiguous phrasing, and linguistic subtleties may challenge the model's comprehension, potentially leading to incorrect outputs. Additionally, students' ability to articulate precise queries plays a crucial role in the model's effectiveness. If a student submits vague or poorly structured questions, the AI may struggle to generate meaningful or relevant responses. (2)

ChatGPT's Role in EFL Learning: Gaps, Adoption, and Learner Perspectives

Despite the growing interest in artificial intelligence tools in education, ChatGPT—a non-goal-directed conversational AI—has received limited attention in the context of English as a Foreign Language (EFL) learning. Existing studies have primarily focused on its applications in writing (e.g., Barrot, 2023; Yan, 2023), highlighting both the advantages and challenges it presents for second language (L2) writing. To explore broader dimensions of language learning, researchers such as Bin-Hady et al. (2023) and Mohamed (2024) have examined ChatGPT's general effectiveness in English education. However, these investigations have largely emphasized educator and researcher perspectives, overlooking the direct insights of EFL learners—the primary users of this technology. [4]

Liu and Ma (2024) applied the Technology Acceptance Model (TAM), originally introduced by Davis (1989), to investigate EFL students' adoption of ChatGPT. Their research focused on foundational TAM components, including perceived usefulness, ease of use, attitude, and behavioral intention. Nevertheless, the study did not incorporate additional influencing variables such as technological readiness, individual learner traits, and social factors, which are crucial for a comprehensive understanding of technology acceptance. Given that language acquisition is a long-term process requiring consistent effort and engagement, it is important to go beyond short-term behavioral predictions and examine learners' continuance intention—their willingness to persist in using ChatGPT as a learning tool. Addressing this need, the current research employs an explanatory sequential mixed-methods approach. Initially, a quantitative phase was conducted based on a systematic review to evaluate an extended TAM framework that includes individual, social, and technological predictors of continued use. This was followed by qualitative semi-structured interviews aimed at providing deeper insight into the relationships identified in the survey. The interviews also addressed how learners actively use ChatGPT in their self-directed language learning. Since ChatGPT is still an emerging tool in autonomous EFL learning, qualitative inquiry is particularly effective for capturing user experiences and perspectives, especially in a developing research area. [4]

Formative feedback has consistently shown positive effects on student writing. Often embedded within self and peer assessment methods, it targets students' needs for support in areas such as content, grammar, organization, vocabulary, and writing style. Because it is ongoing, formative feedback offers timely support during the writing process. However, delivering personalized feedback in large classrooms is time-consuming and often impractical, particularly in under-resourced contexts. To address these challenges, digital and AI-supported feedback methods have gained traction. In many parts of the world, especially where students have access to digital tools and internet connectivity, AI-driven feedback offers a scalable solution. Tools like ChatGPT are emerging as valuable writing assistants, capable of offering writing suggestions, adapting to learners' levels, translating text, and assisting with structure and vocabulary. Despite its growing use, there is still limited empirical evidence of ChatGPT's direct impact on students' writing abilities. This study investigates how ChatGPT functions as a feedback tool in crowded ESL classrooms, using a mixed-methods intervention approach to examine its effect on students' academic writing. [2]

NLP models such as ChatGPT and Google Bard present both opportunities and challenges for higher education. On one hand, they enable personalized learning, provide real-time academic support, and enhance student engagement. On the other hand, concerns related to accuracy, reliability, and ethical considerations must be carefully addressed. As these AI-driven tools continue to evolve, it is essential for researchers, educators, and policymakers to explore their implications thoroughly. Further studies are needed to evaluate their effectiveness, identify potential limitations, and develop best practices for integrating them into higher education. By fostering an informed and critical discussion, the academic community can maximize the

benefits of NLP models while mitigating their risks. These neural networks will greatly help you learn language.

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UDC 81’373

AI IN MODERN BIOLOGY CONTINUING THE LEGACY OF ENGLISH-SPEAKING SCIENTISTS

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Түйіндеме

Мақалада биологиялық зерттеулердегі жасанды интеллекттің (AI) рөлі және оның қазіргі ғылымның дамуына әсері қарастырылған. AI ауруды диагностикалауда, генетикалық зерттеулерде, препараттарды жасауда және биологиялық деректерді талдауда белсенді қолданылады. Сондай-ақ биологиядағы AI-ның дамуына негіз қалаған ағылшын тілді ғалымдардың жетістіктері, соның ішінде Алан Тьюринг пен Фрэнсис Криктің еңбектері талқыланады. АИ биомедицинада, неврологияда және биоинформатикада қолдану перспективалары, сондай-ақ оның ғылыми жаңалықтарды жеделдету әлеуеті атап өтілген.

Резюме

В статье рассматривается роль искусственного интеллекта (ИИ) в биологических исследованиях и его влияние на развитие современной науки. ИИ активно применяется в диагностике заболеваний, генетических исследованиях, создании лекарственных препаратов и анализе биологических данных. Также обсуждаются достижения англоязычных учёных, заложивших основы для развития ИИ в биологии, включая работы Алана Тьюринга и Фрэнсиса Крика. Освещены перспективы использования ИИ в биомедицине, неврологии и биоинформатике, а также его потенциал для ускорения научных открытий.

The integration of artificial intelligence (AI) into modern biology marks a transformative era in scientific discovery, characterized by unprecedented advancements in data analysis, predictive modeling, and experimental design. AI, often considered a hallmark of the fourth industrial revolution, has emerged as a critical tool for addressing complex biological challenges that were previously insurmountable. By leveraging machine learning (ML) and deep learning (DL), researchers are unlocking new possibilities in fields such as genomics, proteomics, drug discovery, and agriculture. This convergence of AI and biology not only accelerates the pace of innovation but also enhances the precision and efficiency of scientific research, driving breakthroughs in both basic and applied biology. [1]

In this new era of biological research powered by AI, scientists are not only solving existing problems but also redefining the scope of what is possible. From improving diagnostic tools to designing personalized therapies, AI is reshaping the landscape of medicine and healthcare. This article explores the multifaceted applications of AI in biology while reflecting on its historical evolution and future potential—a journey that continues to build upon the legacy of pioneering scientists such as Alan Turing and Francis Crick, who laid the foundation for this interdisciplinary revolution. As AI continues to evolve, it holds the promise to unlock even more transformative discoveries across all domains of biology. [1]

Applications of AI in Modern Biology

Artificial intelligence is revolutionizing medicine by enhancing precision and efficiency in diagnostics, treatment planning, and drug discovery. AI algorithms analyze vast datasets, such as genomic sequences or medical imaging data, to identify patterns that might elude human observation. For instance, convolutional neural networks have outperformed radiologists in detecting pneumonia from chest X-rays, while deep learning models have been used to diagnose skin lesions and heart conditions with remarkable accuracy. [2]

Medicine:

Artificial intelligence is playing a transformative role in medicine, improving diagnostic accuracy and accelerating the development of new treatments. Machine learning (ML) models analyze huge amounts of patient data, such as genetic sequences and medical records, to predict predisposition to diseases such as cancer, diabetes, and heart disease, allowing for earlier interventions. One of the outstanding applications is artificial intelligence-based drug development, where platforms test thousands of compounds much faster than traditional methods, significantly reducing the time spent in early-stage clinical trials. For example, artificial intelligence systems can identify potential candidate drugs 10-100 times faster than conventional methods, speeding up the drug development process. Artificial intelligence applications such as DeepMind's AlphaFold, which predict protein structure with atomic precision, are also contributing to the development of more effective and targeted therapies. These innovations are based on the fundamental work of pioneers such as Alan Turing, whose theories in computing have long underpinned advances in artificial intelligence and computational biology, defining modern healthcare approaches to complex biological issues. [2]

Genomics and Proteomics:

Generative artificial intelligence models are revolutionizing the way scientists interpret complex biological sequences. Tools such as HyenaDNA, a deep learning model designed to process huge amounts of genomic data, allow you to analyze DNA using context windows up to a million tokens in size, which allows you to get a highly accurate understanding of the regulatory regions of genes. This capability is especially important for understanding how genes are turned on or off, which is a crucial aspect of disease progression. In parallel, artificial intelligence helps predict the secondary structures of RNA and protein-protein interactions that are necessary for the development of enzymes used in industrial biotechnology and therapeutic purposes. By optimizing these processes, artificial intelligence not only accelerates research, but also continues the work of pioneering scientists such as Francis Crick, who brought computer thinking to biological research to decipher the structure of DNA. These developments are based on an interdisciplinary approach, where the combination of computational models with biological principles opens up new frontiers in the development of medicines, gene therapy and biotechnology. [3]

The legacy of English-speaking scientists

Contribution:

English-speaking scientists have had a profound impact on both artificial intelligence and biology. Alan Turing's pioneering work in artificial intelligence in the 1950s, including his formulation of the Turing test, laid the foundation for what later became the field of machine learning. Similarly, the discovery of the DNA double helix structure by James Watson and Francis Crick revolutionized molecular biology and laid the foundation for understanding genetic inheritance. The convergence of these scientific fields, artificial intelligence and biology, has led to revolutionary changes in areas such as genomic research and protein structure prediction. These achievements highlight interdisciplinary approaches that have consistently contributed to progress in both disciplines, especially with regard to the use of artificial intelligence to model complex biological systems and predict outcomes with unprecedented accuracy. [3]

Current achievements:

Today, AI continues to honor the legacy of these visionary scientists. For example, institutions such as the University of California at San Diego are using AI to study bacteriophages, viruses that attack bacteria. This work is directly aimed at solving modern problems, such as antibiotic resistance, which remains one of the most urgent in global health. Tools like AlphaFold, developed by DeepMind, illustrate how artificial intelligence is being used to solve previously insurmountable problems, such as predicting the structure of orphan proteins that have eluded scientists for decades. These advances in predicting protein structure using artificial intelligence demonstrate the continuing relevance of fundamental biological research and the power of computational models to further overcome biological barriers. [4]

Future prospects

Artificial intelligence in drug development:

The future of artificial intelligence in drug development is promising, as generative artificial intelligence models are increasingly being used to develop low-molecular-weight drugs that bind more effectively to target proteins. These AI algorithms, trained on the basis of massive sets of proteomic and

chemical information, can offer candidate drugs that could take years to identify using conventional methods. By optimizing the binding affinity of potential drug compounds, AI can significantly shorten the development time, potentially reducing the usual drug discovery process by years. In addition, these systems may be able to predict the effectiveness of drugs in different genetic populations, leading to more personalized therapies. [2]

Artificial intelligence in neurological disorders:

Artificial intelligence is also making strides in understanding and treating neurological disorders such as Parkinson's disease and Alzheimer's disease. Deep learning models are used to simulate brain activity, helping researchers understand disease progression at a level of detail that was previously unattainable. Artificial intelligence-driven models analyze brain imaging data such as magnetic resonance imaging and PET scans to identify early biomarkers of these diseases, allowing for much earlier diagnosis. This, in turn, may lead to the development of individual treatment regimens adapted to human genetic characteristics and the environment, which may help slow the progression of the disease and improve patient treatment outcomes. [2]

Artificial intelligence in bioinformatics:

Artificial intelligence optimizes bioinformatics workflows, especially when analyzing genomic data. Platforms such as NVIDIA's BioNeMo use transformer models to predict gene function and analyze vast amounts of biological data. This level of automation in bioinformatics accelerates research in fields such as evolutionary biology, allowing scientists to quickly interpret large-scale genomic sequences. Moreover, artificial intelligence is used to annotate previously unexplored regions of the genome, including non-coding DNA, which may play a crucial role in gene regulation and disease development mechanisms. [3]

Artificial intelligence for early detection of diseases:

AI models significantly improve the early detection of diseases due to their ability to analyze complex patterns in medical imaging and genomic data. For example, AI-driven systems have demonstrated the ability to analyze mammograms with 99% accuracy, reducing the likelihood of false negative results. These systems are also capable of detecting subtle changes in gene expression and detecting rare diseases that might otherwise go undiagnosed. By providing earlier diagnoses, artificial intelligence allows clinicians to intervene at a stage when treatment options may be more effective, leading to improved patient outcomes. [4]

The integration of artificial intelligence into biological research represents a transformative leap in our ability to understand and manipulate the fundamental processes of life. Pioneers like Turing, Watson, and Crick set the stage for this convergence of disciplines, driving forward the exploration of biological systems through computational lenses. Today, AI's influence on research is expanding rapidly, offering new possibilities for personalized medicine, precision agriculture, and the development of sustainable environmental solutions. Despite the immense potential, the ethical challenges associated with these advancements—ranging from algorithmic bias to the protection of genetic data—demand careful consideration. Moreover, the social implications of AI-driven automation, particularly in terms of employment and inequality, require ongoing dialogue and regulation. As we move forward, the potential of AI to enhance scientific discovery is undeniable, but ensuring that these advancements are aligned with human values and societal needs will be crucial in shaping the future of both science and society.

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УДК 372.8:811.111/004

АҒЫЛШЫН ТІЛІН ҮЙРЕНУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ БОЛАШАҒЫ

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Резюме

Изучение английского языка на сегодняшний день является одним из важных навыков для многих людей. Роль искусственного интеллекта в упрощении этого процесса и повышении его эффективности значительно растет. Искусственный интеллект предлагает возможности для индивидуального подхода к обучающимся, предоставляет обратную связь в реальном времени, а также предлагает эффективные методы для улучшения языковых навыков. Развитие технологий способствует появлению новых инструментов, которые помогают обучающимся развивать навыки письма, чтения, восприятия на слух и говорения. Будущее искусственного интеллекта в изучении английского языка приведет к значительным изменениям в сфере образования и улучшит опыт обучающихся.

Summary

Learning English today is one of the essential skills for many people. The role of artificial intelligence in simplifying this process and enhancing its effectiveness is steadily growing. Artificial intelligence provides opportunities for a personalized approach to learners, offers real-time feedback, and presents effective methods for improving language skills. The development of technologies is leading to the emergence of new tools that help learners develop writing, reading, listening, and speaking skills. The future of artificial intelligence in learning English will bring significant changes to the field of education and improve the learning experience.

Ағылшын тілі Ұлыбритания, Америка Құрама Штаттары, Жаңа Зеландия, Аустралия және басқа елдерде ана тілі болып есептеледі. Одан басқа көптеген мемлекеттерде ресми тілі ағылшын болып саналады.Ағылшын тілі — БҰҰ-ның алты тілінің бірі болып саналады. Ағылшын тілі — дүние жүзіне ең кең таралған тіл. Үнді-Еуропа тілдерінің батыс герман тілдеріне жатады. Ағылшын тілі құрылымы жағынан синтетикалық. Ұлыбритания, АҚШ, Аустралия, Жаңа Зеландияның мемлекеттік тілі болып табылады. Канадада (француз тілімен қатар), Ирландияда (ирланд тілімен қатар) мемлекеттік қос тілдің бірі. БҰҰ-да қабылданған ресми алты тілдің басты тілінің бірі. Дүниежүзіндегі барлық құрлықтарға кең тараған бұл тілде қазір 400 млн-нан астам адам сөйлейді.Қазақстанда да 20 ғасырдың 50-жылдарынан бастап “Абылай хан атындағы Қазақ мемлекеттік халықаралық қатынастар және әлем тілдері университетінде” өзге де жоғары және орта оқу орындарында Ағылшын тілі оқытылып, мамандар дайындалады. Жеке пән түрінде мектеп бағдарламаларына енгізілген.Ағылшын тілі көптеген елдерде қолданады. Олардың қатарында негізгі осы елдер бар:

Ұлыбритания,АҚШ,Аустралия, Жаңа Зеландия,Канада,Ирландия.

Ағылшын тілі әлемнің ең кең таралған тілдерінің бірі болып табылады және көптеген адамдар үшін халықаралық қатынас құралы болып табылады.Жасанды интеллект (ЖИ) технологияларының дамуымен, ағылшын тілін үйрену әдістері де біршама өзгеруде. "Жасанды интеллект" сөзін алғаш рет 1956 жылы Дартмут университетінде өткен конференциясының преамбуласында Джон Маккарти қолданған. Маккартиге сәйкес "жасанды интеллектіні" зерттеушілер нақты проблеманы шешу үшін адамдарда байқалмайтын интеллектіні зерттеуіне болады.Өзінің анықтамасын түсіндіру барысында: "Әзірше біз бүтіндей қандай есептеуіш процедураларды интеллектуалды деп айта алатынмызды білмейміз. Сол себепті интеллект сөзін әлемде мақсатқа жету үшін қолдандылатын әдістердің есептеуіш бөлігін ғана түсініп жүрміз".

Сонымен қатар, интеллект тек қана биологиялық феномен деген де көзқарастар бар.

Шындығында, жасанды интеллект Джон Маккартиге дейін де қолданылған. Тек оған дәл осы атау берілмеген болатын. Мысалы, екінші дүниежүзілік соғыс кезінде Алан Тюринг есімді ағылшын математигі немістің құпия ақпаратын бұзып, оны шифрдан шығаратын машина құрастырады.

Алан Тьюринг соғыс кезінде Германияның әскери-теңіз флотының хабарламаларына криптоанализ жасайтын ағылшын үкіметінің Hut 8 атауына ие тобына жетекшілік еткен. Ол немістердің Энигма аппаратының кодын бұзып, мыңдаған адамның өмірін сақтап қалады. Соғыстан кейін ағылшын ғалымы алгоритмдік анализ жасаумен айналысып, 1950 жылы

компьютер интеллектінің деңгейін анықтайтын тест әдісін жасап шығарады. Тюринг тесті бүгінгі күнге дейін қолданылады.

Жасанды интеллект жеке ғылыми бағыт ретінде XX ғасырдың екінші жартысында пайда болды (бұл көбінесе, кибернетиканың дамуына тәуелді болатын). Басқару талдау, салыстыру, ақпаратты өңдеу, болжамды жасау, жорамалдың дұрыстығын дәлелдеу (яғни интеллектуалды қызметіне жататын операциялар) негізінде шешімді қабылдаумен байланысты болады.

Жасанды интеллект жүйелері – арнайы логикалық жүйелер арқылы компьютерлік бағдарламада жүзеге асырылған адам интеллектің жеке аспектісін ұдайы өндіретін техникалық жүйелер. Жасанды интеллект жүйелерінің қолдану салалары:,роботтехника, сараптамалық жүйелер;есептерді әмбебап шешушіні жасау;бір тілден екінші тілге аудару, мәтінді рефераттау;пайдаланушыны компьютермен ыңғайлы диалогын қамтамасыз ететін интеллектуалды интерфейсты жасау.Бұған дейін дәстүрлі әдістер, атап айтқанда, оқулықтар мен мұғалімдер арқылы білім алу танымал болса, бүгінде ЖИ көмегімен ағылшын тілін үйрену жаңа мүмкіндіктер мен тиімділіктер ұсынады.

Ағылшын тілін үйренуде жасанды интеллекттің қолданылуы

Құрал/Технология	**Қолданылуы**	**Тиімділігі**	**Мысалдар**
Тілдік модельдер (Chatbots)	Әңгімелесу арқылы тіл үйрену.	Қатысымда болу арқылы сөйлеу дағдыларын жақсартады.	ChatGPT, Replika, Duolingo chatbots
Аударма құралдары	Мәтіндер мен сөздер арасындағы аударма.	Түсінбеген сөздер мен сөйлемдер бойынша жедел көмек.	Google Translate, DeepL, Microsoft Translator
Диктант және тыңдау жаттығулары	Тыңдаудан кейін мәтінді жазу.	Тыңдау және жазу дағдыларын дамыту.	Listenwise, Dictation.io, ESL Lab
Тілдік талдағыштар	Грамматика мен сөз құрылымын тексеру.	Грамматика мен синтаксис қателерін түзету.	Grammarly, ProWritingAid
Қосымшалар мен ойындар	Ағылшын тілін ойын түрінде үйрену.	Ойнау арқылы мотивация мен көңілді тәсілдермен үйрену.	Duolingo, Babbel, FluentU
Құрылымды оқыту платформалары	Видеолар мен интерактивті тапсырмалар.	Көзбен көріп тыңдау арқылы сөйлеу мен тыңдау дағдыларын жақсарту.	BBC Learning English, Coursera, YouTube
Сөйлеу тану жүйелері	Сөйлеуді жазуға айналдыру.	Сөйлеу дағдыларын дамыту, тілдік қателерді түзету.	Google Speech-to-Text, Speechify

1. Жасанды интеллект және ағылшын тілін үйренудің тиімділігі

Жасанды интеллект арқылы ағылшын тілін үйрену, үйренушілердің жеке қажеттіліктеріне сәйкес бейімделген тәсілдерді ұсынады. Мысалы, көптеген мобильді қосымшалар мен онлайн платформалар, мысалы Duolingo, Babbel, және Memrise сияқты жүйелер, пайдаланушының прогресін қадағалап, оқу материалының күрделілігін пайдаланушының қабілеттеріне қарай бейімдеуге мүмкіндік береді. Бұл тәсілдер үйренушінің үлкен жетістіктерге жетуіне және тіл үйрену процесінің қызықты әрі тиімді болуына ықпал ететін тілдердің бірі.

2. Жасанды интеллекттің жеке көмекшілері

ЖИ негізіндегі тіл үйрену қосымшалары үйренушілерге кез келген уақытта және кез келген жерде өздерінің дағдыларын дамытуға мүмкіндік туғызады.Адамдардың жеке тіл үйрену стиліне бейімделген виртуалды көмекшілер немесе чат-боттар пайда болды. Бұл көмекшілер грамматика, сөздік қорын кеңейту, тыңдау және сөйлеу дағдыларын дамыту бойынша бағыт-бағдар береді. Мысалы, GPT сияқты модельдер арқылы ағылшын тілінде жазу немесе сөйлеу жаттығуларын жасауға болады.

3. Сөйлеу дағдыларын дамыту

Сөйлеу дағдыларын нығайту кезінде ЖИ жүйелері нақты уақыт режимінде кері байланыс беру мүмкіндігіне ие. Жасанды интеллект дауысты тану және сөйлеу қабілеттерін бағалау арқылы пайдаланушылардың айтқан сөздерін талдай алады. Бұндай технологиялар ағылшын тіліндегі дұрыс айтылуы мен интонациясын жетілдіруге көмектеседі. Сондай-ақ, тіл үйренушілерге ағылшын тілінде еркін және уақытқа сай әңгімелесуге мүмкіндік беретін интерактивті бағдарламалар пайда болуда.

4. Көшірмелі контенттер және тілдік кедергілерді жою

Жасанды интеллект тек тіл үйренуде ғана емес, аударма мен контент жасау саласында да қолданылады. Машиналық аударма технологиялары арқылы оқушылар ағылшын тілін үйренудің барлық кезеңдерінде мәтіндерді тез әрі тиімді аудара алады. Бұл технологиялар тілдік кедергілерді азайтып, студенттер мен мамандарға ағылшын тілінде жазылған материалдарды тиімді түсінуге және оны қолдануға мүмкіндік береді.

5. Ағылшын тілін үйренудің болашағы

Алдағы уақытта жасанды интеллект адам қызметінің барлық салаларында кеңінен қолданыла беретіні белгілі. Ағылшын тілін үйрену процесі де осы бағытта дамып, жаңа технологиялар мен әдістерді енгізу арқылы тиімдірек болады. Жасанды интеллект ағылшын тілін үйрену әдістерін одан сайын дараландыруға, уақытты үнемдеуге және студенттердің ынтасын арттыруға көмектеседі. Ағылшын тілі – бұл тек тіл үйрену ғана емес, мәдениетаралық байланыс құралы болғандықтан, ЖИ қолдану арқылы көптеген адамдарға әлемдік ақпарат пен мәдениетке қол жеткізуге мүмкіндік туады.

Қорытындылай келе, ағылшын тілін үйренудегі жасанды интеллектінің болашағы жарқын және кең ауқымды болары анық. Бұл технологиялар тіл үйрену процесін жеңілдетіп, тиімдірек етеді, сондай-ақ адамдарға әлеммен байланыс орнатуға жаңа жолдар ашады.

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УДК 372.8:811.111/004

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И ИЗУЧЕНИЕ ЯЗЫКОВ: ОБРАЗОВАНИЕ И КОММУНИКАЦИИ

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Түйіндеме

Бұл мақалада жасанды интеллекттің қазіргі кездегі маңыздылығы, жасанды интеллекттің тіл үйренуде, білім беруде және де коммуникациядағы алып жатқан орнымен тигізіп жатқан септігі. Жасанды интеллект қазіргі кезде бүкіл жаһанда жоғары қолданысқа ие және де түрлі салаларда жұмыс процессында көмегін тигізіп, жұмысты автоматтандырып, жеңілдетеді, сол үшін жасанды интеллект өте маңызды.

Жақында Ғылым және технологиялар саласының ұлттық кеңестің жиналысы өткен-тұғын. Мемлекет басшысы Қасым-Жомарт Тоқаев бұл мәселеге байланысты Үкіметке "жасанды интеллект мәселелерін жан-жақты дамыту" деген тапсырма берді.

Бүкіл әлемді жаулаған жаңа сала жұмысты автоматтауға, оңтайлатуға, күрделі мәселелерді шешуге мүмкіндіктер береді. Мысалы, медицина, қаржы, автомобиль өнеркәсібі салаларында жасанды интеллект жұмысты жеңілдетеді және де білім беру, тіл үйрену салаларында да өте үлкен көмек береді. Тіл үйрену бірнеше бағытты камтиды. Сіз грамматиканызбен жұмыс істеуініз қажет, сөздік қорыңызды әрдайым толықтыруыныз қажет,айтылыммен жұмыс істеуініз қажет және сөйлеу, оқу, жазу дағдыларың жетілдіруіңіз қажет, бұның бәрін жеңілдетіп оңтайландыратын жасанды интеллект.

Summary

This article describes the importance of artificial intelligence at the present time, the role of artificial intelligence in language learning, education and communication. Artificial intelligence is currently widely used all over the world and helps in the process of working in various industries, automates and simplifies work, therefore artificial intelligence is very important.

A meeting of the National Council for Science and Technology was recently held. In this regard, Head of State Kassym-Jomart Tokayev instructed the Government to "comprehensively develop issues related to artificial intelligence."

The new field, which currently has a global scale, provides opportunities for automation, optimization of work, and solving complex tasks. For example, in the fields of medicine, finance, and the automotive industry, artificial intelligence facilitates work and is very helpful in education and language learning. Learning a language requires several directions. You have to work with grammar, constantly replenish your vocabulary, work with pronunciation and improve your speech, reading, and writing skills. This will simplify and optimize artificial intelligence.

Искусственный интеллект и изучение языка: образование и коммуникация

Искусственный интеллект (ИИ) стремительно проникает в различные области жизни, включая образование и изучение языков. Использование ИИ в этих сферах не только изменяет подходы к обучению, но и открывает новые возможности для взаимодействия. В данной статье рассматривается влияние ИИ на изучение языков, его роль в образовательном процессе и влияние на коммуникацию.

1. Роль искусственного интеллекта в изучении языков

ИИ играет ключевую роль в процессе изучения языков, делая его более эффективным и персонализированным. Алгоритмы ИИ, основанные на машинном обучении, могут адаптироваться под индивидуальные потребности учащихся, предлагая им задания и уроки, соответствующие их уровню знаний.

1.1. Персонализированное обучение

Одним из главных преимуществ ИИ является его способность персонализировать процесс обучения. Платформы для изучения языков, такие как Duolingo, Babbel, Memrise и другие, используют ИИ для адаптации содержания под уровень учащегося. ИИ анализирует ошибки, запоминает сложные слова и выражения и предоставляет дополнительные упражнения для их закрепления. Это позволяет повысить мотивацию и улучшить результаты.

1.2. Развитие языковых навыков

ИИ помогает развивать все аспекты языковых навыков: от словарного запаса до грамматики и произношения. Использование технологий распознавания речи позволяет учащимся улучшать произношение, а интеллектуальные чат-боты создают возможность для практики общения. С помощью этих инструментов можно практиковать диалоги, получать мгновенные ответы на вопросы и совершенствовать разговорные навыки.

1.3. Исправление грамматических и лексических ошибок

Системы ИИ могут автоматически исправлять грамматические и лексические ошибки, что помогает учащимся улучшать письменные навыки. Например, такие инструменты, как Grammarly, помогают пользователям выявлять ошибки в текстах, улучшать их структуру и избегать повторений. Это значительно ускоряет процесс изучения языка и способствует более глубокому усвоению материала.

2. Искусственный интеллект в системе образования

ИИ вносит значительные изменения в образование, создавая новые подходы к обучению, тестированию и контролю знаний. В языковом обучении это проявляется через автоматизацию ряда процессов, что освобождает время преподавателей и дает возможность для более глубокого и персонализированного взаимодействия с учениками.

2.1. Автоматизированная оценка

ИИ позволяет автоматизировать процесс оценки знаний учащихся. Это может быть полезно для проверки письменных работ, тестов и проектов. Искусственный интеллект может быстро анализировать ответы, выявлять ошибки и даже предлагать учащимся дополнительные материалы для проработки. Такой подход позволяет преподавателям сосредоточиться на индивидуальной работе с учениками, а также дает возможность объективно оценивать знания.

2.2. Дистанционное обучение

Дистанционное обучение стало одной из важнейших частей образовательного процесса в последние годы, и ИИ сыграл важную роль в его развитии. Платформы для онлайн-обучения, такие как Coursera, Khan Academy, используют ИИ для создания персонализированных программ обучения, которые подстраиваются под уровень и интересы студента. ИИ помогает отслеживать прогресс ученика, предлагая ему соответствующие материалы и задания.

3. Искусственный интеллект в коммуникации

ИИ влияет не только на образование, но и на коммуникацию, особенно в контексте межкультурного общения и практики языка. Системы перевода и чат-боты становятся незаменимыми помощниками для изучающих иностранные языки, улучшая их навыки общения.

3.1. Практика языка с чат-ботами

Чат-боты и виртуальные помощники становятся все более популярными инструментами для практики иностранного языка. Учащиеся могут общаться с ботами на различные темы, что помогает им улучшать разговорные навыки и адаптироваться к реальной коммуникации. Такие системы как ChatGPT, а также специализированные чат-боты для языкового обучения, могут помогать не только в изучении грамматики, но и в улучшении навыков общения.

3.2. Межкультурная коммуникация

ИИ также способствует улучшению межкультурной коммуникации. Системы перевода, такие как Google Translate и DeepL, становятся все более точными и могут переводить тексты с учетом контекста, что улучшает понимание между людьми, говорящими на разных языках. Важно, что ИИ помогает учащимся не только учить слова, но и понимать культуру, которая стоит за тем или иным языком, что значительно обогащает процесс обучения.[1]

За последние годы искусственный интеллект (ИИ) привнес значительные изменения во многие сферы, включая образование и изучение языков. Использование ИИ упростило процесс обучения для студентов, изменило методы преподавания и расширило возможности

общения. В статье обсуждается, как ИИ влияет на изучение языка, его роль в системе образования и его потенциал в сфере коммуникации.

1. Значение искусственного интеллекта в изучении языка

Искусственный интеллект может радикально изменить процесс изучения языка. Алгоритмы искусственного интеллекта и методы машинного обучения предлагают программы обучения, адаптированные к индивидуальным потребностям изучающих язык. Определяя уровень, скорость и слабые стороны учащегося, ИИТ выбирает для него наиболее эффективный метод обучения.

1) Частное репетиторство

Одним из главных преимуществ ИИ является его способность к персонализации. Процесс обучения становится более эффективным за счет предоставления заданий и упражнений, адаптированных к стилю и скорости обучения каждого учащегося. Например, такие платформы для изучения языков, как Duolingo и Babbel, используют персонализированные подходы к обучению. Если ученик забывает какие-либо слова или фразы, ИИ помогает ему повторить эти слова и фразы.

2)Развитие языковых навыков

Инструменты для изучения языка на основе искусственного интеллекта позволяют охватить все аспекты навыков: развитие словарного запаса, изучение грамматических структур, а также улучшение навыков аудирования и говорения. ИИ помогает улучшить навыки аудирования с помощью аудио- и видеоконтента, а чат-боты и виртуальные помощники способствуют развитию навыков языкового общения.[2]

3) Исправление грамматических и лексических ошибок

Искусственный интеллект может автоматически обнаруживать грамматические и лексические ошибки в текстах изучающих язык. Например, такие инструменты, как Grammarly, позволяют исправлять ошибки и улучшать структуру слов и предложений по мере написания.

2. Искусственный интеллект в образовании

Искусственный интеллект открывает множество возможностей в сфере образования. С его помощью преподаватели могут отслеживать успеваемость учащихся, персонализировать процесс обучения и эффективно использовать ресурсы. Кроме того, ИИ также помогает в автоматической разработке и оценке учебных материалов.

1) Автоматизированная оценка

ИИ позволяет создавать автоматизированные системы оценки, которые помогают учителям экономить время и внимательно следить за прогрессом обучения каждого ученика. Автоматизированные инструменты оценки подходят для таких задач, как проверка письменных работ, тестирование и оценка проектов.[3]

2) Дистанционное обучение

Эра дистанционного обучения еще больше усилилась благодаря внедрению искусственного интеллекта в сферу образования. Платформы онлайн-курсов, интерактивные задания, видеоконференции и виртуальные учителя — все это инструменты на основе искусственного интеллекта. Таким образом, студенты могут получить доступ к учебным материалам в любое время и в любом месте.

3. Влияние искусственного интеллекта на коммуникацию

Искусственный интеллект меняет не только образовательный процесс, но и сферу коммуникации. ИИ позволяет изучающим язык совершенствовать свои языковые навыки с помощью чат-ботов и виртуальных помощников.

1) Практические навыки изучающих язык

Чат-боты и диалоговые системы, созданные с использованием искусственного интеллекта, позволяют изучающим язык применять свои языковые навыки в реальных жизненных ситуациях. В этих системах учащиеся могут проверить свои навыки говорения и письма, а ИИ понимает их язык и дает правильные ответы.[4]

2) Межкультурная коммуникация

Искусственный интеллект также может улучшить межкультурную коммуникацию. Благодаря технологиям искусственного интеллекта расширяются возможности перевода текстов на разных языках, понимания речевых оборотов и общения с представителями других культур.

4. Будущие возможности искусственного интеллекта

Области искусственного интеллекта и изучения языков все еще развиваются, и в будущем в этих областях, вероятно, появится много новых инноваций. Часто обновляемые информационные базы данных, усовершенствованные системы перевода с использованием нейронных сетей и инструменты языковой коммуникации в реальном времени расширят возможности ИИ.

Заключение

Искусственный интеллект играет важную роль в образовании и изучении языков. Возможности данной технологии направлены на персонализацию процесса обучения, повышение квалификации учащихся и открытие новых возможностей для их образования. Благодаря ИИ процесс изучения языка становится проще и эффективнее, а возможности общения расширяются. В будущем ИИ может стать тем единственным фактором, который кардинально изменит будущее образования и изучения языков.

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УДК 372.8:811.111/004

AI TRANSLATION AS A TOOL FOR LINGUISTIC BARRIER REDUCTION: A STUDENT'S EXPLORATION OF GLOBAL ENGAGEMENT

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Түйін

Бұл жұмыста жасанды интеллектің лингвистикалық аударма саласындағы тілдік кедергілерді жоюға және білім алушылар үшін жаһандық өзара әрекеттесу мүмкіндіктерін кеңейтуге ықпал ететін құрал ретіндегі рөлі зерттеледі. Аталған технологияның қазіргі шектеулері және оны қолдануды сыни тұрғыдан бағалаудың қажеттілігі, сондай-ақ жеке тілдік құзыреттіліктерді дамытудың маңыздылығы айқындалады. Қорытынды бөлімде ЖИ аудармасының болашақта өзара интеграцияланған және түсіністігі мол жаһандық қауымдастықты қалыптастырудағы маңызды болжамдық әлеуеті туралы тұжырым жасалады.

Резюме

В настоящей работе исследуется роль искусственного интеллекта в сфере лингвистического перевода как инструментария, способствующего нивелированию межъязыковых барьеров и расширению горизонтов глобального взаимодействия для обучающихся. Производится артикуляция существующих ограничений данной технологии и имманентной необходимости критического осмысления ее применения, наряду с акцентированием важности развития индивидуальных лингвистических компетенций. В заключительной части формулируется вывод о значимом прогностическом потенциале ИИ-перевода в формировании более интегрированного и взаимопонимающего глобального сообщества.

Key words. Artificial intelligence, linguistic barriers, intercultural communication, translation technology, digital communication, educational technology.

In today's globalized world, communication between people from different countries is more important than ever. However, linguistic barriers remain one of the main obstacles to effective international collaboration. Artificial intelligence (AI) and machine translation technologies have emerged as powerful tools for overcoming these barriers, opening new opportunities in education, business, science, and cultural exchange.

For students, particularly those whose native language differs from the dominant language of their field of study or the primary language of global discourse, AI translation tools have revolutionized access to information. Scholarly articles, research papers, and diverse educational resources, predominantly available in English, are now increasingly comprehensible through platforms leveraging advanced neural machine translation (NMT) algorithms [1]. These systems demonstrate a marked improvement over earlier statistical methods, exhibiting a greater capacity for contextual understanding and generating more fluent and accurate translations. As a student, the ability to quickly and effectively translate complex academic texts has significantly broadened the scope of accessible knowledge, fostering a more inclusive and equitable learning environment. No longer are linguistic limitations a prohibitive factor in engaging with cutting-edge research or diverse perspectives.

Historically, machine translation started with basic word substitution algorithms, often resulting in awkward phrasing and misunderstandings. However, with the rise of neural networks and deep learning techniques, translation has become significantly more accurate and natural. Modern systems like Google Translate, DeepL, and various specialized platforms can now understand context, idiomatic expressions, stylistic nuances, and even the emotional tone of a text.

AI translation models today are trained on vast multilingual datasets, enabling them to recognize and adapt to different linguistic and cultural norms. This shift from rule-based to data-driven approaches has drastically improved the quality of translations, making real-time communication across languages much more accessible.

Beyond the realm of academic resources, AI translation plays a crucial role in fostering intercultural exchange and collaborative endeavors. In an era of globalized projects and international partnerships, effective communication across linguistic divides is essential. AI-powered translation applications, integrated into messaging platforms and video conferencing tools, enable real-time or near real-time comprehension of written and spoken English during interactions with peers and collaborators from diverse linguistic backgrounds [2]. This facilitates smoother communication, reduces misunderstandings, and fosters a greater sense of connection and shared understanding. Personal experiences in collaborative online projects have highlighted the invaluable contribution of AI translation in enabling meaningful dialogue and the seamless exchange of ideas, irrespective of native language.

While the advancements in AI translation are undeniable, it is crucial to acknowledge the inherent nuances and limitations of current technologies. The complexities of human language, including idiomatic expressions, cultural context, and subtle semantic variations, often pose challenges for even the most sophisticated AI [3]. Translations, while generally accurate in conveying core meaning, may sometimes fall short in capturing the intended tone, emotional undertones, or cultural significance embedded within the original text. As a student utilizing these tools, a critical awareness of these limitations is paramount. Over-reliance on AI translation without a concurrent effort to develop personal language proficiency could potentially hinder a deeper appreciation for linguistic diversity and the subtleties of communication. Furthermore, the ethical considerations surrounding data privacy and the potential for algorithmic bias in translation outputs warrant careful consideration [4].

Looking ahead, the continued evolution of AI translation promises to further enhance global engagement for students and individuals worldwide. Anticipated advancements include improved handling of idiomatic language and cultural nuances [5], more accurate real-time speech translation, and seamless integration across various communication and learning platforms. The potential for personalized translation tools that adapt to individual user preferences and linguistic backgrounds is also an exciting prospect. As AI translation technologies become more sophisticated and user-

friendly, they will undoubtedly play an increasingly integral role in breaking down communication barriers and fostering a more interconnected and understanding global community. For students, this translates to expanded opportunities for international collaboration, access to a wider range of knowledge, and the ability to navigate an increasingly multilingual world with greater confidence and efficacy.

Artificial intelligence (AI) translation has become an essential tool for overcoming linguistic barriers in today's interconnected world. Like any technology, it offers significant advantages but also comes with notable limitations.

One of the major advantages of AI translation is its speed and efficiency. AI tools can process and translate large volumes of text almost instantly, which is a considerable time-saver compared to human translation. Moreover, AI translation is often far more cost-effective. Many services are available for free or at a low cost, making global communication more accessible for individuals, small businesses, and students alike.

Another key benefit is availability and accessibility. AI translation tools are accessible around the clock and from virtually any device, enabling users to communicate across languages without delay. These tools also support multilingual communication, facilitating international collaboration in business, education, and everyday interactions. Furthermore, thanks to machine learning, AI translators continuously improve, learning from user feedback and large datasets to provide increasingly accurate translations. Their integration with other technologies, such as mobile apps, websites, and virtual assistants, enhances user experience and promotes broader use.

Despite these significant advantages, AI translation also has several important disadvantages. A major issue is the lack of cultural and contextual understanding. AI systems often struggle with idiomatic expressions, humor, sarcasm, and culturally specific references, sometimes leading to translations that are awkward or misleading. When dealing with complex or specialized documents — such as legal contracts, medical reports, or technical manuals — AI translations can lack the precision and nuance needed, which could result in serious misunderstandings.

Another disadvantage is the potential loss of emotional tone and subtlety. Machine translations tend to be literal, often missing the stylistic nuances and emotional depth of the original text. Additionally, the quality of translations heavily depends on the data the AI system was trained on. If the training data was flawed or biased, those issues can be reflected in the output.

There are also concerns about privacy and security. Many AI translation services require users to upload sensitive texts to external servers, raising questions about data confidentiality and ownership. Lastly, heavy reliance on AI translation might discourage people from learning foreign languages, potentially leading to a decrease in linguistic diversity and a weakening of intercultural communication skills.

In conclusion, while AI translation offers remarkable advantages in terms of speed, cost, and accessibility, it is important to remain aware of its limitations. Using AI translation thoughtfully, and in combination with human expertise when necessary, can help maximize its benefits while minimizing its risks.

Despite tremendous progress, AI translation is not without flaws. Subtle cultural references, sarcasm, humor, and highly technical language can still pose challenges. In sensitive or high-stakes situations, human translators are often needed to ensure complete accuracy and appropriateness.

Moreover, concerns about data privacy and the ethical use of AI technologies remain relevant. As AI translation continues to evolve, careful attention must be paid to these issues to build trust and reliability.

The future of AI translation looks promising. Advances in natural language understanding, contextual learning, and multimodal translation (involving text, speech, and images) are likely to make communication across languages even more seamless. Personalized translation systems that adapt to individual users' preferences and cultural backgrounds are also on the horizon.

Ultimately, AI translation holds the potential not only to reduce linguistic barriers but also to foster a more connected and empathetic global society.

In conclusion AI translation stands as a powerful and rapidly evolving tool in the pursuit of linguistic barrier reduction, offering students unprecedented opportunities for global engagement. From democratizing access to information to facilitating intercultural exchange, its impact on the academic and personal lives of students navigating a multilingual world is significant. While acknowledging the current limitations and the importance of continued language development, the transformative potential of AI translation in fostering a more interconnected and understanding global community is undeniable. As future advancements continue to refine its capabilities, AI translation will undoubtedly serve as an increasingly indispensable instrument in bridging linguistic divides and empowering individuals to explore and engage with the world in profound new ways.

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ӘОК 373.3:811.111

БАҒДАРЛАМАЛАУ ТІЛІНДЕГІ АҒЫЛШЫНША ТЕРМИНДЕРДІ ЖАСАНДЫ ИНТЕЛЛЕКТ АРҚЫЛЫ ҮЙРЕНУ

Мирзахан Элёра Ибрахимқызы – «Жас Дарын-3»бастауыш мектебінің информатика пәні мұғалімі
Ғылыми жетекшісі: п.ғ.к., аға оқытушы Р.Б.Кангилова
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Резюме

Мақалада бағдарламалау тілдеріндегі ағылшын терминдерін меңгеруде жасанды интеллект құралдарын пайдаланудың әдіснамалық және практикалық аспектілері қарастырылады. ChatGPT, DeepL Translator және Grammarly сынды ЖИ платформаларының тиімділігі, олардың когнитивті және лингвистикалық дамуға ықпалы сарапталады.

Ключевые слова: искусственный интеллект, программирование, английский язык, терминология, ChatGPT, DeepL, Grammarly, языковая среда.

Summary: The article explores methodological and practical aspects of using artificial intelligence tools to master English programming terminology. It analyzes the effectiveness of platforms such as ChatGPT, DeepL Translator, and Grammarly, as well as their impact on cognitive and linguistic development.

Key words: artificial intelligence, programming, English language, terminology, ChatGPT, DeepL, Grammarly, language environment.

Цифрлық технологиялардың дамуымен қатар ағылшын тілі – халықаралық коммуникацияның, ғылым мен техниканың, әсіресе ақпараттық технологиялар саласының негізгі тіліне айналды. Бағдарламалау тілдерінің көпшілігі ағылшын тіліне негізделген, сондықтан бұл тілді жетік меңгеру – қазіргі студент үшін кәсіби жетістікке апаратын маңызды қадамдардың бірі. Алайда, ағылшын тіліндегі техникалық терминдерді меңгеру процесі көптеген білім алушылар үшін қиындық туғызады. Осыған байланысты, жасанды интеллект технологиялары тіл үйрену процесін оңтайландырып, тиімді етудің заманауи шешімі ретінде ұсынылуда.[1]

1.Жасанды интеллект және тіл үйрену

Жасанды интеллект – машиналардың адам когнитивтік функцияларын модельдеуге бағытталған технологиялар жиынтығы. Соңғы жылдары тілдік модельдер, атап айтқанда табиғи тілді өңдеуге (NLP) негізделген жүйелер қарқынды дамып, білім беру саласына енгізілуде.[2] Мұндай жүйелердің қатарына ChatGPT, DeepL Translator, Grammarly сияқты платформалар жатады. Олар оқыту процесін даралап, әр білім алушының деңгейіне сәйкес мазмұн ұсынуға қабілетті.

2. ChatGPT – интерактивті тілдік серіктес

ChatGPT – OpenAI компаниясы әзірлеген қуатты тілдік модель. Ол қолданушының сұранысына сәйкес жауап беріп, күрделі ұғымдарды қарапайым тілмен түсіндіре алады. Бұл құралдың бағдарламалау саласындағы терминдерді түсіндіруде орны ерекше. Мысалы, “encapsulation”, “polymorphism”, “syntax error” сияқты терминдерді ChatGPT нақты әрі контекстке сай түсіндіреді. Сонымен қатар, ол интерактивті режимде жаттығу өткізуге, диалогтық сценарийлер құруға және терминдерді бекітуге мүмкіндік береді.[3]

3. DeepL Translator – дәл әрі контекстке сай аударма

Ағылшын тіліндегі техникалық мәтіндерді дұрыс аудару – тіл үйренушінің мәтінді түсіну деңгейін арттырады. DeepL Translator – дәлдігімен танымал аударма құралы. Оның ерекшелігі – мәтіннің мағынасына сәйкес келетін лексикалық және синтаксистік баламаларды ұсынуы. Мысалы, “loop”, “debugging”, “framework” секілді терминдер DeepL арқылы нақты аударылып,[4] қолдану үлгілерімен беріледі. Бұл студенттің терминологиялық сауаттылығын арттырады.

4. Grammarly – жазылым мәдениетін қалыптастыру

Терминдерді тек түсіну жеткіліксіз – оларды дұрыс жазып, грамматикалық құрылымдармен қолдану қажет. Grammarly платформасы жазу барысында грамматикалық, пунктуациялық және стилистикалық қателерді түзетіп, кәсіби стильге бағыт береді. Ол білім алушыларға код түсіндірмелерін, ағылшынша техникалық құжаттамаларды сауатты жазуға көмектеседі. Сонымен қатар, ұсынылатын баламалар арқылы жаңа сөз тіркестерін меңгеруге мүмкіндік туады.

5. Интеграциялық қолдану мысалдары

Бұл үш құралды біріктіре қолдану арқылы оқытушы мен білім алушы бағдарламалау терминдерін меңгеруді жан-жақты ұйымдастыра алады. Мысалы, терминді ChatGPT арқылы түсініп, DeepL арқылы ана тіліне аударып, соңында Grammarly көмегімен дұрыс қолданыс үлгісін жазуға болады.[5] Мұндай көпқұралды тәсіл білім алушының когнитивтік, лингвистикалық және кәсіби құзыреттерін дамытуға ықпал етеді.

Бағдарламалау тіліндегі ағылшын терминдерін меңгеру – тек тілдік емес, сонымен қатар кәсіби дағды. Жасанды интеллекттің заманауи құралдары бұл процесті тиімді, интерактивті және дараланған деңгейде жүргізуге мүмкіндік береді. ChatGPT, DeepL Translator және Grammarly платформалары – білім алушының тілдік қорын ғана емес, сонымен қатар логикалық, аналитикалық ойлау қабілетін де дамытады. Бұл – болашақ IT-мамандары үшін аса құнды артықшылық.

Қазіргі заманғы білім беру үдерісінде жасанды интеллект тек көмекші құрал емес, білім алушының серіктесі ретінде қарастырылуы тиіс. Сондықтан осындай технологияларды тиімді қолдану – сапалы білім берудің маңызды шарты.

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UDC 81'23

LEARNING LANGUAGES WITH ARTIFICIAL INTELLIGENCE

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Резюме

Сегодня искусственный интеллект (ИИ) повышает эффективность изучения языка и выводит его на новый уровень. Поскольку традиционные методы обучения последовательны, они могут вызвать проблемы у некоторых студентов. А технологии искусственного интеллекта могут создавать индивидуальные учебные программы, чтобы удовлетворить потребности каждого учащегося и сделать процесс обучения более гибким. Системы, созданные на основе искусственного интеллекта, помогают развивать навыки аудирования, речи, чтения и письма. Технологии распознавания звука позволяют исправить произношение учащегося и улучшить его речь. Кроме того, инструменты обработки текста и машинного перевода могут помочь вам понять значение слов, правильно писать и запоминать новые слова. Способность искусственного интеллекта давать интерактивную обратную связь делает процесс обучения более эффективным, быстро выявляя ошибки, допущенные учеником, и давая четкие объяснения. В этой статье обсуждаются новые возможности изучения языка с помощью искусственного интеллекта, как он улучшает методы обучения и его влияние на будущее. Обсуждается возрастающая роль искусственного интеллекта в обучении, что делает изучение языка более персонализированным, удобным и доступным. Предполагается, что в будущем будут развиваться технологии искусственного интеллекта, которые позволят людям быстрее и проще изучать новые языки за счет автоматизации процесса овладения языком.

Ключевые слова: искусственный интеллект, персонализированное обучение, адаптивные образовательные технологии, распознавание речи, интерактивная обратная связь, машинный перевод.

Түйін

Бүгінгі таңда жасанды интеллект (ЖИ) тіл үйренудің тиімділігін арттырып, оны жаңа деңгейге көтеруде. Оқытудың дәстүрлі әдістері бірізді болғандықтан, олар кейбір оқушыларға қиындық тудыруы мүмкін. АЛ АІ технологиялары әрбір оқушының қажеттіліктерін қанағаттандыру және оқу процесін икемді ету үшін жеке оқу бағдарламаларын жасай алады. Жасанды интеллект негізінде жасалған жүйелер тыңдау, сөйлеу, оқу және жазу дағдыларын дамытуға көмектеседі. Дыбысты тану технологиялары оқушының айтылымын түзетуге және сөйлеуін жақсартуға мүмкіндік береді. Сонымен қатар, мәтінді өңдеу және машиналық аударма құралдары сөздердің мағынасын түсінуге, жаңа сөздерді дұрыс жазуға және есте сақтауға көмектеседі. Жасанды интелект интерактивті кері байланыс беру қабілеті оқушының жіберген қателіктерін тез анықтап, нақты түсініктемелер беру арқылы оқу процесін тиімдірек етеді. Бұл мақалада жасанды интеллект арқылы тіл үйренудің жаңа мүмкіндіктері, оның оқыту әдістерін қалай жетілдіретіні және оның болашақтағы әсері талқыланады. Жасанды интеллекттің оқудағы рөлі артып, тіл үйренуді жекелендірілген, ыңғайлы және қолжетімді ететіні талқыланады. Болашақта жасанды интеллект технологиялары дамиды деп болжануда, бұл адамдарға тілді меңгеру процесін автоматтандыру арқылы жаңа тілдерді тезірек және оңай үйренуге мүмкіндік береді.

Түйінді сөздер: жасанды интеллект, жекелендірілген оқыту, бейімделетін білім беру технологиялары, сөйлеуді тану, интерактивті кері байланыс, машиналық аударма.

In today's globalized world, mastering more than one language is one of the main success factors in a person's social and professional life. The expansion of international contacts, the conditional abolition of borders and the rapid development of new technologies push people to multilingualism. Language learning plays an important role not only as a means of understanding new cultures, but also as a way to expand professional careers, develop thinking, and grow

intellectually. However, for many, learning a new language seems to be a long and complex process. These difficulties are often associated with traditional teaching methods.[1] Mastering the grammar and vocabulary of a new language, improving speech skills and forming intercultural mutual understanding will take a lot of time. However, artificial intelligence (AI) has become an important auxiliary tool in solving these problems. Artificial intelligence technologies are making major changes in education, making language learning more accessible and effective. With the help of artificial intelligence, it became possible to create individual training programs according to the level of each student. Different platforms and applications analyze the level of knowledge of a person, identify his weaknesses and offer accordingly adapted learning methods. This will increase students ' interest in the learning process and help them master it faster. Artificial intelligence systems also allow you to automatically detect and correct grammatical errors, provide feedback on the development of speech skills, and teach you how to pronounce words correctly. Another effective aspect of artificial intelligence is the ability to immerse yourself in a realistic language environment through chatbots and interactive simulations. These technologies provide students with experience in a foreign language, thereby improving their linguistic abilities. Chatbots and virtual assistants help language learners develop their speech skills by asking questions, conducting a dialogue, and expressing themselves in different situations. Artificial intelligence technology is changing the future of language learning. In the future, improving these technologies will provide much more effective and attractive teaching methods[2]. Artificial intelligence is becoming an important tool for language learning not only for individuals, but for the entire education system.

Artificial intelligence (AI) has made many changes to modern Moderna education, especially in the language learning process. While traditional approaches to language learning are often based on a single curriculum and offer the same content for all students, AI technologies offer an individual approach to learning. This approach allows you to analyze the level of knowledge, the strengths and weaknesses of the student, and develop individually adapted training programs.

1. Individual Learning: an approach that suits everyone, each person has a different level of Education, Learning level and ability to master the language. Although many traditional courses offer the same curriculum for all students, this is not always effective. Artificial intelligence platforms create individual learning paths tailored to the needs of each student to address these problems. For example, if you often make mistakes in Erb tenses, the GI system will GI E you additional exercises on the same topic. If you learn new words quickly, the tasks become more complicated. In addition, the AI creates a daily workout schedule, sends alerts and tracks progress. This allows the student to learn the language purposefully and effectively[3].

2. .language development through dialogue: learning to speak without fear many language learners find it difficult to speak a new language because they are afraid of making mistakes and cannot convey the game correctly. Chatbots based on artificial intelligence will be very useful for solving this problem. For example, systems such as ChatGPT can help develop speech skills by talking to a language learner in the language they want. You can exchange ideas on different topics, and this process will not only improve your speaking skills, but also enrich your vocabulary. The main thing is that Ji does not appreciate your mistakes, he only helps and offers corrections. You can also ask the chatbot to correct errors in your sentences, for example: "is there an error in my sentence?"or" how would this sentence be correct?". This method teaches the student to speak freely without fear[5].

3. Grammar and vocabulary: accurate and immediate feedback memorizing new grammatical rules and words can sometimes be a long and tedious process. However, AI makes this process more efficient and intelligent. For example, tools such as Grammarly, Quillbot or Cambridge Write & Improve not only correct errors, but also indicate the style of the subscription, the naturalness of the offer and the correct ways of writing[6]. Applications such as Memrise and Anki are very effective in developing vocabulary, as they use a special method of interval repetition. This method helps you remember words for a long time, because the system detects words that are often forgotten and repeats them over and over again.

4. pronunciation and pronunciation: Teaching pure speech correct speech in a foreign language

is the most important and difficult part of language learning. Students of a new language may have difficulty pronouncing correctly. Sound recognition technologies based on artificial intelligence help a lot in solving these problems. You can record your voice and check its accuracy with the speech recognition services Speechling, ELSA Speak or Google Translate[7]. These tools will help you improve your speaking skills by analyzing your pronunciation, identifying where you made mistakes, and pointing out the correct one. In addition, some platforms teach word separation and explain pronunciation rules, which can help improve speech.

5. Learning Anywhere, Anytime another great advantage of artificial intelligence-based language learning tools is their availability. With a smartphone, tablet or laptop, you have the opportunity to study anytime, anywhere. This is especially useful for people with a busy schedule. For example, you can spend a few minutes exercising on the road or during breaks. Many apps can also work offline, and the system tracks your academic progress and helps you not to miss your workout.

6. .cultural context and real life experience artificial intelligence can teach not only language proficiency, but also cultural context. Moderna platforms allows students to learn the languages used in everyday life. For example, by simulating scenarios such as talking in a store, booking a hotel or participating in an interview, the student prepares for specific situations. In addition, gi offers films, songs, podcasts and articles in foreign languages that allow you to work with autistic material.

7. limitations and thoughts artificial intelligence is a powerful assistant, but it cannot replace people. Although this gives the best results, it is important to be in a real language environment and communicate with other people to fully master the language. In addition, some artificial intelligence systems may make mistakes or not fully understand the meaning[8]. Therefore, it is important to always be critical of information and, if necessary, check it from additional sources. It is also important to consider the issue of privacy, since the issue of storing personal data is very important for many platforms. In general, AI is a state-of-the-art moderna tool that provides language learners with effective, accessible, and interactive methods. However, in order to fully master the language, you need to pay attention not only to technology, but also to gaining life experience.

Table 1. Comparison of language learning tools based on AI

Application name	**Functions**	**Advantages**
Duolingo	Vocabulary, grammar, game elementsi	Interactive, fun, entry-level
ChatGPT	Dialogue, error correction, interpretation	True story, free experience
Grammatly	Grammatical analysis	Precise adjustment, professional style

In conclusion, artificial intelligence (AI) offers new opportunities, making the process of learning a language more efficient and convenient. Artificial intelligence technologies can create customized programs based on the level of knowledge and learning pace of each student, implementing a personalized learning approach[9]. In addition, artificial intelligence helps language learners develop their speech skills, correct grammatical errors, and enrich their vocabulary through Speech Systems and chatbots. Sound recognition and pronunciation control tools improve correct speech and clear pronunciation. As for accessibility, artificial intelligence-based language learning platforms allow you to study anytime and anywhere, which contributes to the effective and sustainable acquisition of the language by students. It should be noted that artificial intelligence technologies have great opportunities in language learning, but cannot completely replace a person[10]. While artificial intelligence is an important tool to support language learning, immersion and communication in the language environment also play an important role in real life.

Therefore, learning a language through a combination of artificial intelligence and traditional teaching methods gives the most effective results.

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ЖАСАНДЫ ИНТЕЛЛЕКТ АРҚЫЛЫ АҒЫЛШЫН ТІЛІН ҮЙРЕНУ

Жаңбыр Арайлым Бақытжанқызы – «Зияткер-Білім» ЖШС мектебінің 10 сынып оқушысы
Сламхан Алтынай Ерланқызы - «Зияткер-Білім» ЖШС мектебінің 10 сынып оқушысы
Жетекшісі: Алимова Куралай Даулетовна «Зияткер-Білім» ЖШС мектебінің ағылшын тілі пәні мұғалімі

Резюме

Искусственный интеллект (ИИ) и изучение языка на сегодняшний день тесно связаны. ИИ предлагает множество инструментов и платформ для упрощения процесса изучения языка и повышения его эффективности. В этой статье мы рассмотрим преимущества, которые искусственный интеллект предоставляет в изучении языка. С помощью ИИ люди используют различные мобильные приложения, онлайн-платформы и автоматизированные системы для улучшения своих языковых навыков. В статье обсуждаются методы изучения языка детьми и взрослыми, а также то, как искусственный интеллект влияет на этот процесс. С помощью ИИ процесс изучения языка становится более эффективным, количество ошибок сокращается, повышаются возможности анализа данных и расширяются возможности адаптации под потребности обучающихся.

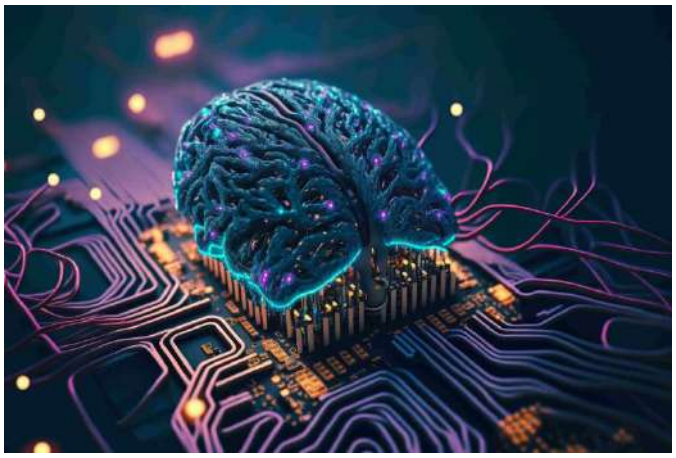
Ключевые слова: искусственный интеллект, изучение языка, цифровые образовательные платформы, мобильные приложения, автоматизация обучения, адаптивные технологи, анализ данных в образовании.

Annotation

Artificial Intelligence (AI) and language learning are closely linked in the present time. AI provides numerous tools and platforms aimed at simplifying the language learning process and improving its efficiency. This article discusses the advantages of AI in language learning. Through AI, people use various mobile applications, online platforms, and automatic language learning systems to develop their language skills. The article explores the methods of language learning for both children and adults, and how AI is changing this process. Thanks to AI, the efficiency of the language learning process is increased, errors are reduced, data analysis is performed, and opportunities for personalization according to the needs of learners are expanded.

Keywords: artificial intelligence, language learning, digital educational platforms, mobile applications, learning automation, adaptive technologies, data analysis in education.

Жасанды интеллект – дегеніміз компьютерді, роботтық технологияны немесе аналитикалық жуйені адам сияқты интеллектуалды ойлауға уйрету жолдарын зерттейтін технология, далірек айтсақ, қазіргі ғылымның бағыты.[1]



1-сурет. Жасанды интеллект иллюстрациясы

Ал тіл - дегеніміз белгілі бір ұғымды немесе затты, түсінікті белгілейтін жане дыбыстауы бар ортақ, кабылданған таңбалар жүйесі.

Тіл - грамматика мен лексикадан тұратын тілдесудің құрылымдық жүйесі. Бұл адамдардың ауызша жане ымдау түрінде мағынаны жеткізетін негізгі құралы жане жазба аркылы да берілуі мумкін.Олардың арасында қандай байланыс бар және болуы мүмкін? Жасанда интеллект арқылы ағылшын және басқа тілдерді үрену тәсілдері.Жасанды интеллект арқылы басқа тілдерді үйрену тәсілдері мен оған біздің зерттеген мәліметтерді айтпай жатып адам өзінің әр жас мерзімдерінде тілді қалай үренетініне бір шолым жасап шығайық.

2-сурет. Тілдер картасы

1. Балалық шақта тіл үйрену

Балалар тілді тез меңгере алады, өйткені олардың миі жаңа мәліметтерді оңай қабылдайды. Олардың тіл үйренуге деген қабілеті өте жоғары, олар қатесіз сөйлеп, жаңа сөздер мен грамматикалық құрылымдарды тез меңгереді.Өйткені бұл табиғи процесс.

2. Ересектер үшін тіл үйрену

Ересектер тіл үйренуді жоспарлап, мақсатты түрде оқиды.Көбінесе арнайы курстар мен жасанды интеллект платформалар арқылы қолданады. Бұл процесс көп уақыт пен күш-жігерді талап етеді, себебі ересектердің миы бала кездегідей икемді емес. Ересектер көбінесе грамматика мен сөздік қорды тереңірек үйренеді, бірақ тілде сөйлеу кезінде көп практика қажет.

Ересектердің тіл үйрену мотивациясы нақты мақсаттарға негізделеді, мысалы, қазіргі таңда біздің бақылауымыз бойынша жасөспірімдер IELTS тапсырып ҰБТ ның бағасын көтеріп шет елге түсуді армандаса, ересек адамдар жұмыс үшін немесе саяхаттау үшін

оқиды. Сондай-ақ, олар қателерден қорқып, қатесін түзетуге тырысады, бұл да оқу процесін қиындатады.

2025 жылы тіл үйрену процессінде көбінесе жасөспірімдер жасанды интеллекті жүйелі түрде қолдана бастады.Неге?

Жасанды интеллекті негізіндегі тіл үйрену құралдары.

Duolingo – бұл қосымшада көптеген тілдерді үйренуге арналған қызықты және интерактивті тапсырамалары бар.Duolingo статистикасы бойынша 500 миллионнан астам тіркеушілерімен, 4.9 рейтингімен ең танымал қосымшаның бірі.[2]

Grammarly – ең танымал жазуды жасанды интеллект арқылы тексеру құралдарының бірі.Оны 50 миллионнан астам адам 4.7 бағасымен бағалап қолданып жатыр.[3]

ChatGPT – OpenAi команиясы жасаған чатбот.Оны жүздеген миллион адам 4.9 рейтингімен бағалап қолданып жатыр.[4]

Жасанды интеллектті тіл үйренуде қолдану арқылы тіл үйренушілер өздерінің күшті және әлсіз тұстарын анықтай алады. Қосымшалар қолданушының қателерін түзетуге, грамматиканы түсіндіруге және дұрыс сөйлеу дағдыларын дамытуға көмектеседі.Мысалға Қазақстандық жасөспірімдер жасанды интеллектті оқу мақсатында 65% қолданады.[5]

2. Жасанды интеллекттің артықшылықтары

Жасанды интеллектті қолдайтын тіл үйрену құралдарының бірнеше артықшылықтары бар:

Жеке оқыту жоспары: Жасанды интеллект әр оқушының деңгейіне және оқу жылдамдығына сәйкес тапсырмаларды реттейді. Мысалы, грамматикалық қателер жасағандарға соған бағытталған жаттығулар беріледі.

Қателерді түзету: Жүйе тек қателерді анықтап қана қоймай, дұрыс жауаптарды да көрсетеді. Бұл оқушының оқу процесін жылдамдатуға көмектеседі.

24/7 қолжетімділік: Интернет және мобильді қосымшалар арқылы кез келген уақытта және жерде оқу мүмкіндігі бар.

Мотивацияны арттыратын оқу әдістері: Ойындар, викториналар және басқа да интерактивті әдістер оқу процесін қызықты әрі ынталандырушы етеді.

3. Жасанды интеллект арқылы тіл үйренудің болашағы

1.Жасанды интеллектпен тілдік жаттығулар жасау.ЖИ қолданатын тіл үйрену қосымшалары мен платформалар (мысалы, Duolingo, Babbel, Memrise) грамматика мен сөздік қорын дамытуға көмектеседі.Олар адамның прогресін бақылап, келесі жаттығуларды тиімді түрде ұсынады.

2.Диалогтар арқылы сөйлеу дағдыларын жақсарту. ChatGPT сияқты ЖИ құралдары мен чат-боттарымен тілде сөйлесу сіздің сөйлеу дағдыларыңызды жақсартуға көмектеседі. Сіз өзіңізге ыңғайлы сұрақтар қойып, жауап алу арқылы практиканы арттыра аласыз.

3.Жоғары сапалы материалдар ұсыну.ЖИ сіздің ағылшын деңгейіңізге сәйкес оқу материалдарын таңдап бере алады. Мысалы, YouTube немесе басқа платформалардан тіл үйренуге арналған бейнемазмұнды іздеуге көмек көрсетеді.

4.Сөйлеу мен тыңдауды жетілдіру ЖИ тіл үйренушілерге арналған тыңдау жаттығуларын ұсынатын бағдарламаларды пайдалану арқылы тыңдау қабілеттеріңізді дамыта аласыз. Бұл әдіс әсіресе есту мен түсіну қабілетіңізді жақсартуға пайдалы.

5.Сөздік қорды арттыру ЖИ арнайы сөздік жаттығуларын ұсынады, мысалы, сөздерді контексте пайдалану арқылы олардың мағыналарын түсіну, сондай-ақ жиі қолданылатын сөздер мен сөз тіркестерін жаттау.

Осы әдістерді пайдалана отырып, ЖИ арқылы ағылшын тілін тиімді әрі жылдам үйренуге болады.

Жасанды интеллект тіл үйренуді жеңіл әрі қолжетімді етеді. Ол жеке тәсілдер, қателерді түзету және практикалық дағдыларды дамыту сияқты көптеген артықшылықтарды ұсынады. Технологияның дамуы оқу процесін тиімді әрі қызықты етеді.

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UDC 81’23

MACHINE TRANSLATION VS HUMAN TRANSLATION: CAN AI REPLACE LINGUISTS

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Түйін

Бұл мақалада жасанды интеллекттің (AI) аударма саласындағы рөлі мен мүмкіндіктері қарастырылады. Қазіргі заманғы машина аудармасы (MT) қарқынды дамып, көптеген мәтіндерді жылдам әрі қолжетімді түрде аудара алады. Дегенмен, әдеби шығармаларда, дипломатиялық кездесулерде және мәдени тұрғыдан маңызды мәтіндерде AI әлі де жетілмеген. Адам аудармашыларының тілдік сезімталдығы, мәдени контексті түсінуі және шығармашылық қабілеті машиналық аудармамен салыстырғанда әлдеқайда терең. Бұл мақалада AI мен адам аудармашыларының артықшылықтары мен шектеулері талқыланып, болашақта олардың өзара әрекеттесуінің мүмкіндіктері қарастырылады.

Түйінді сөздер: машиналық аударма (МА), жасанды интеллект (ЖИ), компьютерлік аударма құралдары (CAT), контексті түсіну, мәдени ерекшеліктер, тұрақты тіркестер, салалық аударма, дәлдік пен еркіндік арасындағы теңгерім

Резюме

В этой статье рассматривается роль и возможности искусственного интеллекта (AI) в сфере перевода. Современный машинный перевод (MT) развивается стремительными темпами, позволяя быстро и доступно переводить тексты. Однако в литературных произведениях, дипломатических переговорах и культурно значимых текстах AI все еще далек от совершенства. Человеческие переводчики обладают языковой интуицией, глубоким пониманием контекста и творческими способностями, которые недоступны машинному переводу. В статье анализируются преимущества и ограничения как AI, так и человеческого перевода, а также рассматриваются перспективы их взаимодействия в будущем.

Ключевые слова: машинный перевод (МП), искусственный интеллект (ИИ), инструменты компьютерной поддержки перевода (CAT), понимание контекста, культурные нюансы, идиоматические выражения, специализированный перевод

Imagine this: you’re on a dream vacation in Kazakhstan, excited to try local cuisine. You open a menu and see an English translation that proudly offers “Five fingers” instead of “Besparmak”. Yikes! Welcome to the world of machine translation misunderstanding cultural nuances.

Being a translator is old-school—that’s what entrepreneurs claim nowadays. With the rapid advancement of artificial intelligence (AI), machine translation (MT) has become an essential tool in worldwide connection. Services like Google Translate, DeepL, and AI-powered CAT (computer-assisted translation) tools have dramatically improved in accuracy and eloquence. Nevertheless, the question remains: Can AI appliances totally replace human translators?

Can a single AI system handle and accurately translate all 7000 languages?

AI translation has come a long way, but it still can’t replace human linguists—especially when it comes to capturing the heart and soul of a language. The idea of dehumanized translation goes back to the 1950s when the first AI-powered translator was created [1]. Among the first mind-

blowing projects, the Georgetown-IBM demonstration (1954), phenomenally translated 60 Russian sentences into English. Those days, AI worked as a basic dictionary, swapping words without truly understanding their connotation. While this was groundbreaking at the time, it was also extremely limited—working with only a tiny fraction of a language's complexity. The following diagram shows the progression of AI based translators history and its key features.

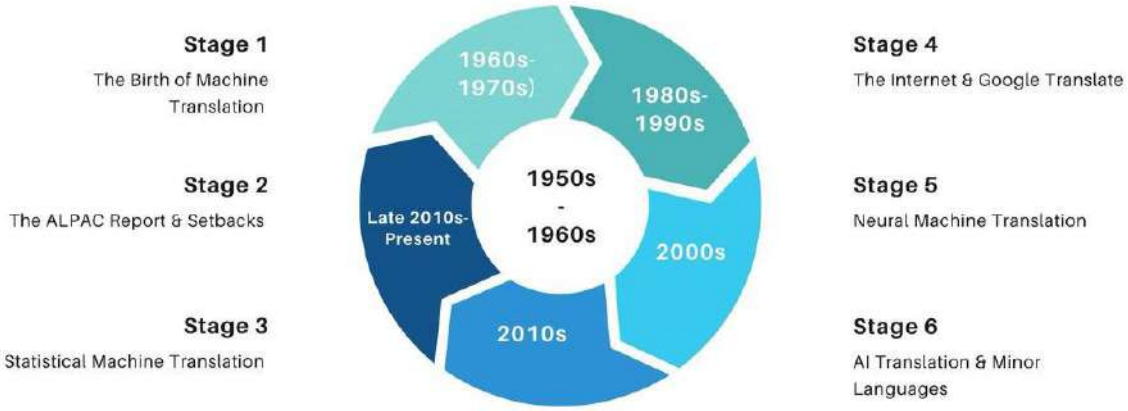

Figure 1. Brief overview of AI translation tools advancement

Stage 1: The Birth of Machine Translation (1950s-1960s)

- The first AI translation experiments began with algorithmic models.
- Early systems worked like simple dictionaries, translating words without understanding its context of usage.

Stage 2: The ALPAC Report and Setbacks (1960s-1970s)

- In 1966, the ALPAC report (Automatic Language Processing Advisory Committee) claimed that machine translation was slow and inaccurate.
- Research funding was cut, and interest in AI translation declined.

Stage 3: Statistical Machine Translation (1980s-1990s)

- AI started using statistical methods instead of inflexible grammar rules.
- Instead of just replacing words, the system analyzed large text corpora to predict the most likely translation.

Stage 4: The Internet and Google Translate (2000s)

- The rise of the internet allowed for more flexible data.
- Google Translate launched in 2006; it was based on statistical machine translation to process multiple languages.
- It worked well for major languages but struggled with less common ones like Kazakh and Korean.

Stage 5: Neural Machine Translation (2010s)

- AI moved from statistics to deep learning with Neural Machine Translation (NMT).
- Instead of translating word by word, NMT revised all sentences for context.
- 2016: Google switched to NMT, greatly improving translation quality.

Stage 6: AI Translation and Minor Languages (Late 2010s-Present)

- AI expanded to more languages, but misinterpretations still remained for less common ones.

- Kazakh translations often passed through Russian or English first, leading to errors.
- AI still struggled with dialects, idioms, and cultural nuances.

Stage 7: Custom AI and Hybrid Approaches (2020s-Present)

- Some companies started evolving custom AI models trained on specific languages.
- Hybrid approaches combined AI with human linguists for higher quality.

Stage 8: The Future - Can AI Ever Fully Replace Linguists?

- AI translation continues to improve, but true understanding of language remains as a thorny issue.
- Utopia of future might combine AI and human linguists working together rather than AI replacing them.

Picture asking an AI to translate a Kazakh idiomatic expression like «Құлағыңа алтын сырға» (literally: "A gold earring on the ears"). AI might give you a word-for-word translation, but will it capture the real meaning - that presented advice or narrative is essential to keep in mind? The answer is "No". And that's just one saying! In Kazakhstan, we have thousands of dialectal variations, proverbs, and minor languages that AI just can't fully comprehend.

A major reason for this is that most AI translators were first built with English and Russian in mind. That's still obvious today: if you type a Kazakh sentence into an AI tool, it often translates it through English first, changing the meaning along the way. That's like playing a game of broken telephone with a bot.

This is why human linguists are irreplaceable. AI might be able to help with uncomplicated translations, but when it comes to understanding the cultural depth, humor, and history behind a language, it only leads into blind alley [2].

Can AI Translate Abay and Shakespeare? The Challenges of Literary Translation

Literary translation is not just about converting words from one language to another—it's about capturing the soul of a writer. Can AI truly translate the depth of Shakespeare's sonnets or the wisdom of Abay's poetry? So far, the answer is no. Shakespeare's plays are filled with wordplay, historical context, and rhythm that even human translators struggle to fully grasp. Abay's works, deeply rooted in Kazakh philosophy, nomadic traditions, and poetic structure, require not just linguistic knowledge but cultural intuition. AI, no matter how advanced, often fails to get along with these obstacles, offering translations that sound confusing and lifeless [3].

In Kazakhstan, publishing houses like Foliant and Mazmundama are working hard to bring world literature to Kazakh readers. New projects are emerging, translating English classics into Kazakh, but there's one cloud on the horizon - these books are expensive. Why? Because real literary translation requires the skill, creativity, and deep cultural understanding of writers background roots. Unlike AI, which processes text mechanically, qualified translators can feel the magic of literature, preserving its enchantress and emotional impact. That's why a well-translated book isn't just a product - it's an art, and art takes time, experience, and expertise. Below there is a compared versions of Shakespeare's Love Sonnet 18 translated by AI and amateur translator.

Table 1 Real translation vs machine translation

Russian translator Samuyla Marshaka	Deepl Translation
"Сравню ли с летним днем твои черты? Но ты милей, умеренней и краше. Ломает буря майские цветы, И так недолговечно лето наше! То нам слепит глаза небесный глаз, То светлый лик скрывает непогода. Ласкает, нежит и терзает нас Своей случайной прихотью природа. А у тебя не убывает день,	Сравнить ли мне тебя с летним днем? Ты прекрасней и умеренней: Суровые ветры треплют милые майские бутоны, А летний срок слишком короток: Иной раз слишком жарко сияет небесный глаз, И часто тускнеет его золотой цвет лица; И все прекрасное от прекрасного

Не увядает солнечное лето. И смертная тебя не скроет тень - Ты будешь вечно жить в строках поэта. Среди живых ты будешь до тех пор, Доколе дышит грудь и видит взор!”	иногда отказывается, По воле случая или изменчивой природы; Но вечное лето твое не увянет И не потеряет владенья та красавица, которой ты дорожишь; И Смерть не будет хвастаться, что ты бродишь в его тени, Когда в вечных линиях времени ты растешь: Пока люди дышат и глаза видят, Так долго живет это, и это дает жизнь тебе.

Machine translation, like DeepL, fails to preserve the rhythm and poetic structure of Shakespeare’s Sonnet 18. For example, words like “day” and “temperate” means distance in the original, while AI translates them as “днем” and “умеренный”, disrupting the harmony. Additionally, metaphors are lost - cherished features become a more literal and less expressive phrase, challenging the text of its depth. The same applies to the case of translating Abay’s poem “Ғылым таппай мақтанба”:

Table 2 Adapted version vs AI version

Adapted version created by me	Chat GPT’s version
Flee from five that lead astray, Seek the five that light your way, If you strive to stand as a man. Life and fate lie in your hand— Grieve for it, yet wisely plan.	Do not boast without seeking knowledge, Do not grow weak without a worthy cause, Do not rejoice in vain desires, Do not waste your life in idle play. Stay away from five vices, Strive toward five virtues, If you wish to be a true human.

The first one differs from ChatGPT’s because it preserves the original rhyme more colorfully. Option of AI uses longer words and changes the grammatical structure, making it sound a bit different from the original.

Simultaneous Translation: Why AI Cannot Replace Human Interpreters?

In 21st century artificial intelligence has made a drastic change in language translation. Ranging from text-based translation tools to live speech recognition devices, AI has transformed the way people communicate across various languages. Yet, in terms of simultaneous interpretation, despite the availability of translation technologies, it’s unable to conduct meaningful live meetings [4].

Modern translation tools have made oral communication more accessible, particularly in travel, business, and casual conversations. Some of the most widely used tools include:

• Google Interpreter Mode – gives opportunity of real-time spoken translation via Google Assistant.

• iFLYTEK – a Chinese AI-powered interpreter applied for multilingual conversations.

• Pocketalk – a compact handheld translator facilitated for travelers.

• WT2 Edge Translator – a wearable device that compensates real-time bilingual communication.

These tools have prodigious benefits. They can translate numerous languages instantly, assist in basic conversations, and provide attainable solutions for travelers [5]. Still, their limitations become plain in complex plots where accuracy is crucial.

For instance, in 1956, Soviet leader Nikita Khrushchev’s statement “Мы вас похороним” was translated in a wrong way into English as “We will bury you.” This phrase was accepted as an

aggressive threat, intensifying Cold War anxiety. However, the sentence was more likely to mean "We will outlast you." A human interpreter with a deeper understanding of Soviet rhetoric could have prevented this misunderstanding.

Similarly, in political negotiations, such as UN summits or trade agreements, a single misinterpreted word can alter the process of overall discussion. Terms like "sanction" can mean either punishment or approval, depending on the context. AI lacks the skill to distinguish these nuances in a matter of seconds [6].

While AI-based translation has made remarkable development, it still falls short in critical areas where human understanding is essential. In literary translation, machines struggle to preserve rhythm, metaphors, and cultural depth, which are important for conveying an author's genuine point of view. In political and diplomatic settings, precise wording and nuanced interpretation can form international relations, where even minor errors could lead to conflicts or at worst to a war. Human translators bring not only linguistic accuracy but also cultural awareness, emotional intelligence, and adaptability—qualities that AI can't entirely present. As technology enhances, AI can serve as a valuable tool, but the role of human translators remains unique in contexts where connotation, intention, and creativity matter significantly.

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УДК 372.8:811.11

HOW TO TEACH FOREIGNERS THE KAZAKH LANGUAGE USING ARTIFICIAL INTELLIGENCE

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Abstract

This article explores the use of artificial intelligence (AI) technologies for teaching the Kazakh language to foreigners. It highlights that traditional methods are not always efficient, especially for languages with unique grammar structures. The study analyzes modern AI tools, including speech recognition, machine translation, adaptive learning platforms, and neural text generation models. The challenges of limited Kazakh-language training data are discussed, along with possible solutions. The article proposes AI integration methods in educational programs and forecasts its future applications.

Keywords - artificial intelligence, machine learning, language learning, adaptive technologies, neural networks, Kazakh language, computational linguistics.

Аннотация

В статье рассматривается использование технологий искусственного интеллекта (ИИ) для изучения казахского языка иностранцами. Подчеркивается, что традиционные методы обучения не всегда обеспечивают достаточную эффективность, особенно для языков с уникальной грамматической структурой. В исследовании анализируются современные ИИ-инструменты, такие как системы распознавания речи, машинный перевод, адаптивные образовательные платформы и нейросетевые модели генерации текста. Рассматриваются основные вызовы, связанные с недостаточным объемом обучающих данных для казахского языка, а также возможные пути их решения. Статья предлагает методы интеграции ИИ в образовательные программы и прогнозирует перспективы его применения в будущем.

Ключевые слова - искусственный интеллект, машинное обучение, изучение языков, адаптивные технологии, нейросети, казахский язык, компьютерная лингвистика.

Соңғы жылдары жасанды интеллект білім беру саласында түбегейлі өзгерістер әкелетін трансформациялық күшке айналып, шетелдіктердің қазақ тілін меңгеру тәсілдерін түбегейлі өзгерту әлеуетіне ие инновациялық әдістерді ұсына бастады. Дәстүрлі әдістер, көбіне статикалық оқулықтарға және жалпылама сыныптық оқытуға негізделгендіктен, қазақ тілінің агглютинативті құрылымы мен күрделі грамматикалық ережелерінің туындатқан ерекше қиындықтарын шешуге қабілетсіз болып отыр. Алайда, жасанды интеллект жеке оқушылардың жетістіктерін нақты уақытта талдап, оқыту стратегияларын сәйкес түрде өзгерте алатын динамикалық және интерактивті оқу ортасын қамтамасыз етеді.[1]

Заманауи сөйлеуді тану технологиясы мен табиғи тілдерді өңдеу алгоритмдерін қолдана отырып, жасанды интеллектпен қамтамасыз етілген жүйелер оқушыларға айтылу мен екпінді практикада кешіктірмей түзетуге мүмкіндік береді, бұл қазақ тілінің нәзік фонетикалық ерекшеліктерін меңгеруде өте маңызды. Сонымен қатар, бұл ақылды жүйелер студенттердің жетістіктерін үздіксіз бақылап, грамматика мен сөздік қоры қолдануындағы тұрақты қателерді анықтап, нақты әлсіз тұстарды мақсат етіп жеке жаттығулар жасайды, осылайша дәстүрлі білім беру үлгілері сирек түрде қамтамасыз ететін әр оқушының қажеттіліктерін толық қанағаттандырады.[2]

Тілдік дәлдікті арттырудан басқа, жасанды интеллект қолданбалары қазақ тіліндегі түпнұсқа мәтіндер, аудио жазбалар және бейне материалдардың үлкен дерекқорларын оқу процесіне біріктіре отырып, мәдени ортаға енуге айтарлықтай үлес қосады, бұл оқушыларды күнделікті әңгімелесу контексттері мен идиоматикалық тіркестермен таныстырып қана қоймай, тілдің қолданылатын мәдени және тарихи контекстін терең түсінуге де ықпал етеді. Интеллектуалды аударма жүйелері оқушының ана тілі мен қазақ тілі арасындағы алшақтықты жою үшін контекстке сай дәл аудармаларды ұсынып, практикалық тілдік қолдануға жеңіл өтуді қамтамасыз етеді. Машиналық оқыту алгоритмдері басқарған бейімделгіш оқу платформалары студенттердің әртүрлі мәдениеттері мен оқу стилдеріне сәйкес жеке оқу жолдарын жасап, бірнеше рет өзара әрекеттесу деректерін талдай отырып, жеке ұсыныстар беріп, сабақ жоспарларын нақты уақытта өзгерте алады, оқуды тиімді әрі тартымды етуге мүмкіндік береді.[3] Сонымен қатар, жасанды интеллект қазақ тілін оқытуды жаңа деңгейге көтеріп, жеке оқыту тәжірибесін, нақты уақыттағы кері байланысты және мәдени тұрғыдан бай мазмұнды ұсына отырып, дәстүрлі тіл үйрету әдістерінің көптеген шектеулерін жеңе алатын мүмкіндікке ие.

Жасанды интеллект жүйелері үлкен көлемдегі тілдік деректерді өңдеп, әр оқушының жеке қажеттіліктеріне сәйкес нақты уақыт режимінде кері байланыс жасай алады, осылайша қазақ тілінің күрделі грамматикасы, сөздік қоры мен айтылу ерекшеліктерін меңгеруде жеке тәсілді қамтамасыз етеді. Бұл жетілдірілген технологиялар терең оқыту алгоритмдері мен нейрондық желілерді қолдана отырып, айтылу үлгілерін және жазбаша мәтіндерді талдап, түзетулер енгізеді және жақсартуларды ұсынады, сол арқылы оқушыларға қателерді дереу түзетуге және тілдік дағдылардың мықты негізін қалыптастыруға мүмкіндік береді. Сонымен қатар, жасанды интеллектпен қамтамасыз етілген аударма құралдары мен табиғи тілдерді өңдеу жүйелері сапалы қазақ тілдік деректердің аздығына байланысты тарихи шектеулерді

біртіндеп жеңіп, жаңа цифрлық корпустар мен нақты өмірдегі әңгімелесу деректеріне негізделген өз модельдерін үздіксіз жаңартып отырады, осылайша контекстке сай дәл аудармалар жасау қабілетін арттырады.

Бұл технологиялық жетістіктер оқушының жеке жетістіктерін бақылап, жаттығулардың қиындығын және тақырыптар тізбегін нақты уақыттағы өнімділік көрсеткіштеріне сәйкес өзгерте алатын бейімделгіш оқу платформаларымен толықтырылады, нәтижесінде әр студент деңгейі өскен сайын эволюцияланып отыратын жеке оқу тәжірибесі қалыптасады. Нәтижесінде оқушылар құрылымды сабақтармен танысып қана қоймай, шынайы өмірдегі қолдануға ұқсас интерактивті әрекеттерге де қатысады, бұл тілдік материалды практикада меңгеруге және ішкілендіруге мүмкіндік береді.[4] Сонымен қатар, жасанды интеллект қолданбалары тіл үйренудің механикасынан асып түсіп, мәдени білім беру элементтерін де біріктіреді, бұл қазақ тілі сияқты өзінің ерекше тарихи және мәдени контекстімен тығыз байланысты тілдер үшін аса маңызды. Түпнұсқа қазақ тілін сөйлейтіндердің аудио жазбалары, қазақ дәстүрлері туралы бейне деректі фильмдер және классикалық әдебиет архивтері сияқты мультимедиялық ресурстарды оқу процесіне біріктіре отырып, жасанды интеллектпен қамтамасыз етілген білім беру жүйелері оқушыларға тілдік және мәдени өлшемдерді жан-жақты түсінуге мүмкіндік береді, бұл әсер оқушылардың тілдік элементтерді меңгеруіне ықпал етіп қана қоймай, сонымен бірге қазақ тіліне байланысты мәдени мұраны кеңірек бағалауға жағдай жасайды және студенттердің пәнге деген терең қызығушылығын арттырады.

Сонымен қатар, жетілдірілген диалогты басқару жүйелері мен эмоцияны тану технологияларын пайдаланатын ақылды виртуалды репетиторлар мен әңгімелесу агенттері оқыту үдерісін қолдап, оқушыларға табиғи әңгімелесуді қайталауға мүмкіндік береді, бұл бетпе-бет қарым-қатынастан тыс жағдайда айтылу, екпін және тіпті эмоционалды бейнені анықтауға негізделген нәзік нұсқаулықтарды ұсынады. Мұндай виртуалды агенттер мобильді қосымшалар мен веб-негізіндегі платформаларға енгізіле отырып, жоғары сапалы тіл үйретуді бүкіл әлем бойынша таратуға, географиялық және әлеуметтік-экономикалық шектеулерді жоюға және оқыту үдерісін демократияландыруға мүмкіндік береді. Дегенмен, жасанды интеллекттің тіл білім беру саласындағы көптеген артықшылықтарына қарамастан, қазақ тілін оқытудың тиімді жүзеге асырылуы үшін бірқатар маңызды мәселелерді шешу қажет.

Негізгі тосқауылдардың бірі – қазақ тілінің барлық спектрін, оның аймақтық диалектілерін, әдеттегі тіркестерін және мамандандырылған терминологиясын толық қамтитын кең, жақсы аннотелген деректер жиынтығының салыстырмалы түрде аздығы. Бұл шектеуді жеңу үшін академиялық мекемелерден бастап, үкіметтік агенттіктер мен жеке секторға дейінгі әріптестіктің, қазақ тілінің лингвистикалық әртүрлілігін дәл көрсететін жан-жақты сандық корпустарды құрастыру және жинақтау бойынша ынтымақтастық қажет. Мұндай бірлескен күш-жігер қазіргі жасанды интеллект модельдерінің жұмысын жақсартып қана қоймай, агглютинативті тіл жүйесінің нәзік ерекшеліктеріне бейімделген жаңа алгоритмдердің дамуын да қамтамасыз етеді. Сонымен бірге, алгоритмдік жанжал мен деректерді қорғау мәселелерін шешу де маңызды, осылайша тіл білім беру саласындағы жасанды интеллектті енгізу этикалық стандарттарға сәйкес жүзеге асырылады және барлық оқушылардың мүдделері қорғалады. Бұл сондай-ақ жасанды интеллектке негізделген оқыту әдістерінің тиімділігін дәл бағалайтын ашық көрсеткіштерді әзірлеуді және пайдаланушылардан жиналған деректердің ең жоғары деңгейде қауіпсіз және құпия сақталуын қамтамасыз етуді қажет етеді. Сонымен қатар, білім берушілерге осы жетілдірілген технологияларды өздерінің оқыту тәжірибесіне тиімді енгізуге қажетті даярлық пен ресурстарды беру қажет, осылайша дәстүрлі педагогикалық әдістер мен инновациялық жасанды интеллект құралдарының арасындағы симбиозды орнатуға мүмкіндік туады. Болашаққа көз жүгіртсек, тіл үйрену саласындағы жасанды интеллекттің дамуы одан әрі жетілдірілген қолданбаларға әкеледі, соның ішінде туынды қарсыласушы желілер мен трансформерлік модельдер негізінде табиғи қазақ тілін меңгерту үдерісін

интерактивті және жауапты етуге бағытталған құралдардың дамуы ықтимал. Бұл жетілдірулер ақырында қазақ тіліне тән әңгімелесу ортасын шынайы түрде қайталауға мүмкіндік беретін виртуалды репетиторлар мен толық цифрлық орта құруға әкеледі, олар оқушыларға қазақ тілінде сөйлейтін ортада оқу тәжірибесін толыққанды сезінуге жағдай жасайды.[5] Сонымен қатар, көпмодальды оқыту жүйелері – мәтін, аудио және бейне деректерін біріктіретін – оқушыларға жан-жақты және тартымды оқу тәжірибесін ұсына отырып, нақты өмірдегі тіл меңгеру процесін жан-жақты имитациялайды. Мұндай инновациялар тек қазақ тілі қалай үйретілетінін емес, сонымен қатар оның қалай қабылданатынын түбегейлі өзгертіп, оқу үдерісін дәстүрлі сынып шеңберінен тыс динамикалық, интерактивті саяхатқа айналдырады. [6]

Қорытындылай келе, жасанды интеллектті шетелдік оқушыларға қазақ тілін оқытудың тиімді әдісі ретінде қолдану білім беру әдістемелерін түбегейлі өзгертуге бағытталған үлкен қадамды білдіреді. Жеке, бейімделгіш және мәдени тұрғыдан бай оқу тәжірибелерін ұсынатын технологияларды қолдану арқылы оқытушылар қазақ тілінің күрделі тілдік ерекшеліктерін және шектеулі цифрлық ресурстарын жеңе алады. Деректердің шектеулі болуына байланысты қиындықтар болса да, стратегиялық ынтымақтастық пен жасанды интеллектке негізделген тіл білім беру саласындағы үздіксіз зерттеулер трансформациялық нәтижелерге әкеледі деп сенуге болады. Ақырында, жасанды интеллектті қазақ тілі білім беру жүйесіне енгізу тек тілдік қабілеттілікті арттырумен шектелмей, сондай-ақ Қазақстанның мәдени мұрасын тереңірек бағалауға және өзара мәдени коммуникацияны нығайтуға ықпал етеді. Жасанды интеллект негізіндегі тіл үйрету болашағы зор және осы технологияларды кеңейту мен жетілдіру бойынша жүргізіліп жатқан күш-жігерлер әртүрлі ортадан және аймақтардан келген оқушылар үшін инновациялық, технологиялық тұрғыдан жетілдірілген білім беру мүмкіндіктерін барынша қамтамасыз етуге жол ашады, сонымен бірге дәстүрлі оқыту әдістері мен заманауи цифрлық оқу ортасы арасындағы алшақтықты жою арқылы қазақ тілін шетелдік оқушыларға оқытудың жаңа мүмкіндіктерін ашады.

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УДК 372.8:811.11

ARTIFICIAL INTELLIGENCE (AI) AND LANGUAGE LEARNING.

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Abstract

Today, language learning is an essential process that contributes to cultural understanding and global integration. The advancement of technology has turned Artificial Intelligence (AI) into an effective tool for language acquisition. This article examines the significant role of AI in language learning and analyzes

various mobile platforms that assist in mastering a language. Additionally, it highlights a major drawback of current AI platforms—their focus on Russian- and English-speaking users. The article proposes further development of AI technologies to make Kazakh language learning accessible to a broader audience.
Keywords: Artificial Intelligence, language learning, Kazakh language, AI platforms, interactive education, mobile applications.

Аннотация

На сегодняшний день изучение языка — это важный процесс, способствующий культурному пониманию и глобальной интеграции. Развитие технологий превратило искусственный интеллект (ИИ) в эффективный инструмент для изучения языков. В данной статье рассматривается значительная роль ИИ в процессе изучения языков и анализируются различные мобильные платформы, помогающие в освоении языка. Кроме того, подчеркивается один из главных недостатков современных ИИ-платформ — их ориентированность только на русскоязычных и англоязычных пользователей. В статье предлагаются рекомендации по дальнейшему развитию ИИ-технологий для обеспечения более широкого доступа к изучению казахского языка.

Ключевые слова: искусственный интеллект, изучение языков, казахский язык, ИИ-платформы, интерактивное обучение, мобильные приложения.

Language learning is a complex process that develops a person's communicative abilities. This phenomenon opens new opportunities for humanity and brings us one step closer to a brighter future. Mastering a language allows individuals to understand new cultures, establish global connections, expand their intellectual horizons, and enhance their communication skills. In other words, learning a language is essential for every person. As mentioned earlier, its significance and necessity in our lives are immense.

As a future teacher of the Kazakh language and literature, I would like the Kazakh language to be on the same level as other global languages, making it popular, accessible, and highly sought after by foreigners. Today, many representatives of other nationalities show interest in learning the Kazakh language due to their fascination with our cultural heritage, arts, and history. The fact that our language is gaining relevance in society is a positive development. However, a crucial question arises: how can one learn a language quickly and effectively? I have attempted to answer this question by analyzing various perspectives, researching available resources, and forming my own conclusions.

Artificial Intelligence (AI) has significantly integrated into all areas of life in recent years, including the education sector. It provides access to new tools and methods that enhance effective learning and skill development. Given that people's attention is increasingly drawn to technological tools, I believe using AI in language learning is highly effective. Several AI-powered programs can assist in learning the Kazakh language:

1.Til-Qural – A self-study platform for learning the Kazakh language. All exercises are based on thematic lessons, presented interactively, and adhere to effective teaching methodologies. This platform helps users expand their vocabulary, improve reading and pronunciation skills, and master Kazakh grammar. Additionally, the mobile application offers access to Kazakh literary works for practice. The platform includes speech generation features that train users to speak Kazakh without an accent.

2.Qpia – A web platform that serves as an effective and convenient tool for both adults and young children interested in learning Kazakh. It teaches the Kazakh alphabet, grammar, and essential conversational phrases. Vocabulary and grammar exercises are presented through thematic lessons, engaging games, and useful resources. The platform offers personalized study plans for users and sends reminders to encourage regular participation in lessons.

3.Qonzhyq App – A beneficial platform designed for young children learning Kazakh. The educational section covers topics such as the alphabet, numbers, colors, animals, household objects, and more, presented in an engaging and interactive format. Additionally, the app includes a collection called "Golden Folklore," featuring folk songs, modern compositions, famous Kazakh instrumental pieces, simplified versions of Abai Kunanbaiuly's philosophical works, traditional

lullabies, and fairy tales. This mobile application not only teaches the Kazakh language but also introduces learners to Kazakh culture and traditions.

These AI-based mobile applications provide excellent opportunities for learning Kazakh. However, like any technology, AI has its advantages as well as certain limitations and drawbacks.

For example, AI may not fully explain some grammatical rules, making it difficult for learners to grasp all nuances. Online interactive lessons may not be effective for all students, as some might find them inconvenient or challenging to follow. Additionally, AI-based learning lacks the emotional engagement and real-world experiences that come from learning with a teacher or in a native-speaking environment.

We have examined how AI can personalize the learning process, offering tailored methods to each learner and making education more interactive and engaging.

We also explored various AI-driven platforms designed to teach the Kazakh language and evaluated their benefits. However, a significant drawback of these platforms is that they primarily cater to Russian- or English-speaking users. This means that learners from other linguistic backgrounds do not have sufficient access to Kazakh language learning opportunities.

In this regard, I propose that governments, educational institutions, and technology companies work towards advancing AI technologies in this area, making language-learning programs more inclusive. As mentioned earlier, AI technologies have great potential in the field of language learning.

Today, artificial intelligence (AI) affects not only language learning but also all aspects of education. Effectively using AI tools in teaching national languages like Kazakh greatly contributes to the preservation and dissemination of national identity. The following directions are particularly relevant:

1. Developing spoken language through AI

Neural networks that teach spoken language can be developed using open datasets in Kazakh, such as KazakhSpeech. These systems can correct pronunciation, reduce accents, and assess learners' speaking skills.

2. Adaptive learning algorithms

AI has the ability to offer tasks adapted to each learner's pace. For example, vocabulary development or grammar revision can be customized based on the student's previous performance.

3. Learning through audio-visual materials

Increasing the amount of multimedia content in Kazakh (videos, podcasts, animations) and using AI for automatic subtitling, translation, and dubbing allows learners to master the language through both visual and auditory means.

4. Chatbots based on large language models (LLMs)

By integrating the Kazakh language into systems like ChatGPT, learners can interact with an AI tutor anytime, ask questions, and receive precise answers — creating an interactive learning environment.

5. Integration with AR and VR technologies

Combining AI with virtual or augmented reality enables students to learn Kazakh in immersive environments. For example, navigating a 3D model of a traditional Kazakh village while completing language tasks dramatically increases engagement.

6. Embedding cultural contextAI systems can be adapted not only to teach language but also to convey Kazakh culture. Through proverbs, ethnographic content, and interactive lessons about historical figures, learners gain both linguistic and cultural fluency.

7.Personalized learning trajectories with AI

AI can tailor learning paths based on each student's interests and skill level. One student may learn through poets and literature, while another prefers modern music and videos — the system adapts accordingly.

In conclusion, the effective use of Artificial Intelligence is crucial for modern language learners. The applications reviewed in this article enhance the educational process, increase learners' engagement, and simplify the path to acquiring knowledge. Ultimately, leveraging AI in language learning is a vital tool for contemporary learners, making the learning process more accessible, engaging, and result-oriented.

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УДК 372.8:811.11

STRATEGIES FOR LEARNING A LANGUAGE THROUGH ARTIFICIAL INTELLIGENCE

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Түйін

Қазіргі жаһандану және қарқынды технологиялық даму дәуірінде жаңа тілдерді меңгерудің маңызы артып келеді. Білім беру жүйесіне жасанды интеллект (ЖИ) технологияларын енгізу, әсіресе, тіл үйрену үдерісінде түбегейлі өзгерістерге әкелді. ЖИ негізіндегі жүйелер оқыту үдерісін жетілдіріп, жеке қажеттіліктерге бейімделіп, жекелендірілген және интерактивті оқыту мүмкіндіктерін ұсынады. Бұл мақалада жасанды интеллект технологияларының тіл үйренудегі рөлі қарастырылып, олардың жекелендірілген білім беру, бейімделгіш оқыту стратегиялары және жалпы тілдік дағдыларды дамытуға әсері талданады.

Кілт сөздер-жасанды интеллект, тіл үйрену, жекелендірілген оқыту, аралық қайталау, айтылымды жетілдіру, қазақ тілі, жасанды интеллект көмегімен білім алу.

Аннотация

В современную эпоху глобализации и быстрого технологического прогресса изучение новых языков приобретает все большее значение. Интеграция искусственного интеллекта (ИИ) в образование привела к значительным изменениям, особенно в процессе овладения языками. Системы, основанные на ИИ, улучшают процесс обучения, адаптируясь к индивидуальным потребностям учащихся и предоставляя персонализированные и интерактивные образовательные возможности. В данной статье рассматривается роль технологий ИИ в изучении языков, особое внимание уделяется их влиянию на персонализированное обучение, адаптивные стратегии изучения и развитие языковой компетенции.

Ключевые слова-искусственный интеллект, изучение языков, персонализированное обучение, интервальное повторение, улучшение произношения, казахский язык, обучение с помощью ИИ.

Artificial Intelligence (AI) has opened up great opportunities in the field of language learning. In the past, we were dependent only on textbooks and teachers, but now, with the help of AI, we can learn a language anytime and anywhere. In my opinion, one of the most effective strategies for learning a language through AI is personalized learning. That is, AI can offer tasks and suggestions tailored to your level, mistakes, and interests, making the learning process much more efficient.

For example, if someone understands grammar well but has a limited vocabulary, AI can suggest methods focused on memorizing words. On the other hand, if someone struggles with speaking,

they can practice with conversational chatbots to improve their speaking skills. This is what truly personalized learning means.

Moreover, staying motivated while learning with AI is easier. AI can encourage learners, teach through games, and even make learning fun with interesting questions and dialogues.

Expanding vocabulary and improving memory play a crucial role in language learning. To make this process more effective, the Spaced Repetition System (SRS) is used. SRS is based on the Ebbinghaus Forgetting Curve, allowing learners to review new words over time. This method:

Reduces forgetting – The brain retains information in long-term memory through repeated exposure.

Optimizes cognitive load – The most difficult words are repeated more frequently, while easier words appear less often.

Provides a personalized learning plan – It adapts to each user's memory capacity.

Platforms like Quizlet and Anki implement this method, enabling language learners to memorize words efficiently through flashcards.

The Role of AI in Developing Speaking Skills

AI plays a crucial role in speech development, as it enables sound processing and interactive dialogue creation. Natural Language Processing (NLP) technologies:

Recognize and process speech – Identify words and check pronunciation accuracy.

Correct grammatical and phonetic errors – Improve sentence structure and help with proper stress placement.

Provide interactive language practice – Allow users to develop speaking skills through dialogue with AI.

Platforms like ChatGPT, Google Assistant, and ELSA Speak utilize this technology to enhance speaking proficiency. ELSA Speak, for example, uses specialized algorithms to correct English pronunciation and intonation.

Effectiveness of AI-Based Learning Methods

AI-based learning methods can enhance both the speed and quality of language acquisition. A 2022 study (*"Effectiveness of AI-assisted Language Learning"*) found that students learning with AI mastered a new language 20-30% faster than those using traditional methods.

These advantages are due to the following factors:

Personalized learning trajectory – AI selects materials based on the student's level and provides guidance according to their mistakes.

Interactivity – Engages learners in dialogue-based practice to encourage real-life language use.

Data-driven feedback – Identifies errors in real-time and provides explanations.

AI-powered learning platforms like Duolingo, Babbel, and Mondly apply these principles to help learners acquire languages more quickly and effectively.

Overall, AI's role in language learning continues to grow, making the educational process increasingly efficient.

For many language learners, listening comprehension is considered the most challenging skill. AI addresses this issue using audio processing technologies:

Automatic transcription – Converts spoken content into written text (e.g., YouTube's automatic subtitles).

Adaptive listening exercises – Allows users to select sentences spoken at a slower or faster pace based on their proficiency level.

Contextual translation – Provides instant translations or explanations for unfamiliar words (e.g., platforms like LingQ and Yabla).

Services like Google's Speech-to-Text, DeepL, and iTalki help improve listening comprehension skills.

Writing proficiency has to be honed in language acquisition. AI-powered software is:

Grammar checking – Tools like Grammarly and QuillBot detect and correct errors and suggest improvements.

Style improvement sensitive to context – Offers suggestions for making writing more precise, academic in voice, or formal in tone.
Computer-aided scoring of essays – It is possible for AI to score students' essays and provide feedback (e.g., the Write & Improve website).
Utilizing AI for writing improvement allows language learners to communicate their ideas well and accurately.
Since AI technology is continuing to evolve, language learning software is also becoming more advanced.Emotionally Intelligent AI Tutors – AI will, in the future, be able to track users' emotional levels and shift teaching methods according to that.Immersive Sensory and Hearing Experiences – Virtual Reality (VR) and Augmented Reality (AR) technology are capable of creating realistic environments to practice languages.Fully Automated Translation Systems – Shattering language barriers through live translation (for instance, Google Pixel Buds are pushing the boundaries of live translation technology).

AI and Language Learning: New Opportunities and Future Trends

The impact of artificial intelligence (AI) on language learning is already significant, but its potential will expand even further in the future. Frequently used language learning apps and chatbots will not only help memorize words and construct sentences but will also begin to consider emotional intelligence and cultural context. For instance, AI can assist learners in overcoming language barriers by teaching them the appropriate emotional responses and gestures. This is a necessity of the new era, as learning a language is not just about mastering grammar and vocabulary but also about learning to communicate through culture, society, and language.
Regarding the fully interactive approach to learning through AI:

Modern AI systems do not just deliver knowledge but also take into account the emotional and social needs of the learner, implementing the learning process interactively. Additionally, through virtual reality or augmented reality technologies, AI offers the possibility of modeling the real world. This method turns language learning into a game, enhancing motivation. For example, by simulating real-life dialogues and social situations, learners can apply words and phrases not just on paper, but in real life.AI is transforming language learning into more than just a process—it's becoming a life experience. In the future, this technology will provide an opportunity to complement rather than replace human teachers. Students will be able to monitor their own language learning progress through AI, seeing their achievements and challenges in real time and making necessary adjustments accordingly. Furthermore, with automatically updated databases and adaptive learning systems, the language learning process will become much faster and more efficient.

Learning a Language through Artificial Intelligence: My Experience and Its Futur

Nowadays, artificial intelligence (AI) technologies are making bold strides in the field of education. In particular, AI has become an indispensable assistant in the process of language learning,currently learning a foreign language with the help of AI, and I can say from my own experience how useful it is.To learn English, I use various AI-based platforms. For example, I try to communicate daily in English with chatbots like ChatGPT. This has significantly improved my writing and speaking skills. It helps me correct my mistakes and teaches me how to use grammatical structures properly. Additionally, special applications offer me new words and sentence patterns every day to expand my vocabulary.What I like most about AI is its ability to adapt to me. It provides tasks according to my level, identifies the areas where I struggle, and suggests exercises based on that. This is much more effective than traditional learning. Moreover, since the learning process is presented in the form of a game, I always stay motivated and interested.

However, AI does have some limitations. For instance, it cannot provide emotional support like a real teacher or may require constant internet access. But I don't consider these real drawbacks—they are more like additional factors. What matters most is the desire and consistency to learn.In the future, I believe AI will continue to evolve in the field of language learning, offering new opportunities like virtual teachers and real-time translators. Perhaps one day, everyone will have

their own personalized AI tutor, and language learning will reach a level never seen before.AI is not just a technology—it is a reliable companion in language learning. From my own experience, I can confidently say that using this tool effectively can lead to great success in mastering a new language.

In conclusion, artificial intelligence is transforming language learning, taking the educational process to a new level while making it more efficient and cost-effective. AI-based technologies significantly enhance memory, speaking, listening, and writing skills. Adaptive learning programs and interactive methods personalize education, enabling faster and higher-quality language acquisition. As AI technologies continue to advance, language barriers will become a thing of the past, making access to information easier than ever before.

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УДК 372.8:811.11

ENHANCING COMMUNICATION AND INTERACTION THROUGH ARTIFICIAL INTELLIGENCE

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Түйін

Жасанды интеллект (ЖИ) коммуникация мен өзара әрекеттесуді айтарлықтай өзгертіп, оларды тиімдірек, қолжетімді әрі жекелендірілген етті. Чат-боттар, сөйлеуді тану жүйелері және табиғи тілді өңдеу (NLP) алгоритмдері сияқты ЖИ-мен басқарылатын құралдар бизнес, білім беру және денсаулық сақтау салаларында төңкеріс жасап, оларды жаңа деңгейге көтерді. Бұл технологиялар ақпаратты нақты уақыт режимінде өңдеуге мүмкіндік беріп, пайдаланушыларға жедел әрі дәл жауаптар ұсынады, осылайша жалпы коммуникацияның тиімділігін арттырады.ЖИ негізіндегі коммуникацияның маңызды артықшылықтарының бірі – тілдік кедергілерді жою. Google Translate және DeepL сияқты жасанды интеллектке негізделген аударма жүйелері мәтіндерді нақты уақыт режимінде мағыналық тұрғыдан дәл аударып, мәдениетаралық қарым-қатынасты жеңілдетеді. Бұл технологиялар халықаралық ынтымақтастықты дамытып, цифрлық дәуірде жаһандық байланыстың нығаюына ықпал етті. Сонымен қатар, ЖИ мүмкіндігі шектеулі адамдар үшін коммуникацияның қолжетімділігін арттыруда маңызжы рөл атқарады.

Кілт сөздер: Жасанды интеллект, коммуникация, өзара әрекеттесу, ЖИ негізіндегі құралдар,тіл өңдеу, қолжетімділік, аударма қызметтері, виртуалды көмекшілер, деректер құпиялылығы.

Аннотация

Искусственный интеллект (ИИ) значительно изменил коммуникацию и взаимодействие, сделав их более эффективными, доступными и персонализированными. Инструменты на основе ИИ, такие как чат-боты, системы распознавания речи и алгоритмы обработки естественного языка (NLP), произвели революцию в таких сферах, как бизнес, образование и здравоохранение, выводя их на новый уровень. Эти технологии позволяют обрабатывать информацию в режиме реального времени, предоставляя пользователям мгновенные и точные ответы, тем самым повышая общую эффективность коммуникации.Одним из ключевых преимуществ коммуникации на основе ИИ является устранение языковых барьеров. Переводческие системы, работающие на основе ИИ, такие как Google Translate и DeepL, обеспечивают точный перевод в режиме реального времени,

способствуя межкультурному взаимодействию. Эти технологии способствуют развитию международного сотрудничества и укреплению глобальной связи в цифровую эпоху.Кроме того, ИИ играет важную роль в повышении доступности коммуникации для людей с ограниченными возможностями.

Ключевые слова: Искусственный интеллект, коммуникация, взаимодействие, инструменты на основе ИИ, распознавание речи, обработка языка, доступность, сервисы перевода, виртуальные ассистенты, конфиденциальность данных.

Artificial intelligence (AI) has significantly reshaped communication and interaction, introducing innovative tools that enhance efficiency, accessibility, and personalization. AI-powered technologies such as chatbots, speech recognition systems, and natural language processing (NLP) algorithms have revolutionized communication across various industries, including business, education, and healthcare. These advancements allow for instant responses, real-time translations, and improved accessibility for people with disabilities, making AI an essential component of modern communication.[1]

One of the most notable contributions of AI to communication is the development of AI-driven chatbots and virtual assistants. These intelligent systems, such as ChatGPT, Siri, and Google Assistant, provide users with instant information and support, automating customer service processes and reducing the need for human intervention. Businesses, in particular, have benefited from AI-powered chatbots that handle inquiries, provide product recommendations, and assist with problem resolution, improving overall customer satisfaction.

AI-driven speech recognition and natural language processing have also significantly advanced human-computer interaction. Voice-activated assistants, such as Amazon Alexa and Microsoft Cortana, allow users to control smart devices, set reminders, and access information through voice commands. NLP technology enables AI to understand and generate human-like responses, improving the quality of digital communication. These innovations have facilitated more intuitive interactions between humans and technology, bridging the gap between natural and artificial communication.

Another major breakthrough in AI-driven communication is real-time language translation. AI-powered translation tools, such as Google Translate and DeepL, have made it easier for people to communicate across different languages. By providing instant and contextually accurate translations, AI eliminates language barriers and enhances international collaboration. These tools are widely used in business negotiations, academic research, and diplomatic relations, fostering global connectivity.[2]

AI has also played a crucial role in improving accessibility for individuals with disabilities. Speech-to-text and text-to-speech technologies have empowered people with hearing and speech impairments, allowing them to engage in digital communication more effectively. Additionally, AI-powered assistive technologies help visually impaired individuals navigate online content, further promoting inclusivity in the digital space.

Despite the numerous benefits of AI-driven communication, certain challenges remain. Ethical concerns regarding data privacy and security pose significant risks, as AI systems often process vast amounts of personal information. The potential for AI to spread misinformation or generate biased content is another critical issue that requires careful regulation. Furthermore, while AI can simulate human conversation, it lacks emotional intelligence, making it difficult for AI-driven communication to fully replace human interactions in certain contexts.

In conclusion, artificial intelligence has brought remarkable improvements to communication and interaction, making them more efficient, inclusive, and globally connected. AI-powered tools have revolutionized customer service, accessibility, and language translation, bridging gaps that once hindered effective communication. However, addressing ethical and technical challenges will be essential for ensuring the responsible and effective implementation of AI-driven communication systems in the future.[3]

Today's reality is that technology has fundamentally changed human interaction. Among these advancements, artificial intelligence has become a new breath of modern communication. It's not just a tool — it's a bridge, a silent speaking partner. Nowadays, AI systems that recognize and understand the Kazakh language are also developing. For instance, some platforms can translate Kazakh texts or recognize voice input in Kazakh. This greatly contributes to the growth of digital content in our native language. However, with the rise of AI, ethical concerns also emerge. Systems that can entirely replace human interaction may undermine the value of real, authentic communication.[4] That's why using AI must go hand in hand with responsibility and limitations. Artificial intelligence is not only a part of the future — it is a reality of today. If we build the right kind of relationship with it, it can understand our language, culture, and even our hearts. Most importantly, we must balance technology with humanity. Using AI wisely will help us preserve the spiritual richness of humankind.

The Evolving Role of Artificial Intelligence in Human Communication

In the modern digital age, the scope of artificial intelligence in communication continues to evolve rapidly. Beyond just supporting direct interactions, AI is now being integrated into emotional analytics, where systems can analyze the tone, sentiment, and emotional undertones of a speaker or writer. This is especially important in fields like customer service, mental health, and education, where understanding emotions can significantly improve the quality of communication. For instance, AI-based sentiment analysis tools can detect when a customer is frustrated or upset and respond accordingly, offering personalized support and empathy-driven solutions.[5]

Another notable development is AI's integration into social media platforms. Algorithms curate content, moderate discussions, and even recommend personalized responses. These features not only enhance user engagement but also help maintain respectful digital spaces. However, the use of AI in such areas must be handled carefully to prevent issues like bias in content moderation or the spread of misinformation through algorithmic amplification.

Furthermore, the emergence of multilingual AI models such as Meta's SeamlessM4T and OpenAI's GPT-4 Turbo has brought about a new era in global communication. These models support dozens of languages, dialects, and cultural contexts, allowing people from different regions to engage meaningfully. This helps bridge not only language barriers but also socio-cultural divides, promoting a more inclusive and diverse global discourse.

AI is also making strides in personalized education. AI-driven communication platforms in e-learning environments can adapt to each student's learning style and pace. Virtual tutors provide feedback, clarify doubts, and encourage active engagement. Especially during the COVID-19 pandemic, AI-powered learning tools became crucial in ensuring uninterrupted education through digital means, highlighting AI's potential in shaping future communication in the education sector.

Nevertheless, it is essential to strike a balance between human interaction and AI-driven communication. While AI enhances efficiency and scalability, human empathy, creativity, and ethical judgment remain irreplaceable.[6] As AI continues to develop, the collaboration between humans and machines should prioritize mutual enhancement, not substitution. Artificial Intelligence has revolutionized language processing. Tools like Google Translate or DeepL use AI to break down language barriers and offer near-real-time translations, which allows people from different parts of the world to communicate effortlessly. Chatbots, powered by AI, have become an integral part of customer service. They can handle thousands of inquiries simultaneously, offer personalized recommendations, and even engage in meaningful conversations. This improves both efficiency and user satisfaction. AI has also made its mark in the creative industries. Tools like DALL·E can generate artworks from text prompts, and AI algorithms are being used to compose music, write poetry, and even produce movies. This partnership between AI and human creativity leads to the birth of new artistic expressions. AI technologies like sentiment analysis are being used to understand human emotions in online conversations. Platforms like Facebook, Twitter, and Instagram leverage AI to moderate comments, detect hate speech, and ensure safe and respectful communication in their communities. Artificial intelligence not only breaks language barriers but also cultural ones. AI can analyze cultural nuances, helping to facilitate communication between

people from different cultures and backgrounds, fostering global understanding. AI is transforming customer service by enabling businesses to offer 24/7 support through chatbots and virtual assistants. These AI-powered systems can provide instant responses, resolve common queries, and direct customers to the right resources, enhancing overall communication efficiency. AI is being used to enhance social interactions by analyzing online conversations. For example, social media platforms use AI to identify emotions, trends, and engagement patterns, helping brands and individuals communicate more effectively with their audience.[7] AI can enhance non-verbal communication by interpreting facial expressions, body language, and tone of voice. This is particularly useful in virtual meetings, where AI can help detect if someone is stressed, confused, or disengaged, allowing for better understanding and response. AI is facilitating multilingual communication by providing instant translations and real-time subtitling. This helps individuals and businesses communicate effectively across language barriers, making global interaction easier than ever before. AI tools help individuals and companies improve communication efficiency by automating repetitive tasks such as email filtering, scheduling meetings, and data entry. This frees up time for more meaningful interactions. AI systems are being developed to detect and respond to emotional cues, making communication feel more empathetic. For example, AI-powered assistants can sense if someone is frustrated or happy and adjust their responses to better suit the emotional state of the person. AI can bridge cultural gaps by analyzing cultural norms and behaviors. It helps to avoid misunderstandings in international communication by suggesting culturally appropriate responses or translations, thus enhancing global communication. AI allows for highly personalized communication by analyzing individual preferences and behaviors. It can suggest tailored content, products, and services to users, improving the relevance and effectiveness of the communication. AI can help in conflict resolution by analyzing communication patterns, identifying sources of misunderstanding, and suggesting ways to address issues in a calm and constructive manner. It can be used in online disputes or even in negotiations.[8]

Artificial intelligence has significantly improved communication by introducing AI-driven tools such as chatbots, speech recognition systems, and real-time translation technologies. These innovations enhance efficiency, accessibility, and global connectivity, making interactions smoother and more effective. AI-powered chatbots automate customer service, speech recognition enables intuitive human-computer interactions, and translation tools remove language barriers. Additionally, AI improves accessibility for individuals with disabilities through speech-to-text and assistive technologies. However, challenges such as data privacy concerns, misinformation, and the lack of emotional intelligence in AI-driven communication remain. Despite these issues, AI continues to shape the future of communication, offering advanced solutions that enhance human interaction across various domains.

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УДК 372.8:811.11

AI-POWERED WRITING ASSISTANTS: A BLESSING OR A CURSE?

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Түйін

Жасанды интеллект (ЖИ) жазбаша коммуникация саласына терең еніп, пайдаланушыларға мәтін құрастыру және өңдеу бойынша қуатты құралдар ұсынады. Дегенмен, ЖИ-дің мәтін жазудағы көмекшілері – игілік пе, әлде қауіп пе деген сұрақ туындайды. Бұл мақалада осындай технологиялардың артықшылықтары мен кемшіліктері, олардың шығармашылыққа, мәтін сапасына және жазушылар, журналистер мен аудармашылардың кәсіби қызметіне әсері қарастырылады. Этика, ЖИ-ге тәуелділік және авторлық бірегейліктің жоғалуы мәселелері талқыланады. Қорытынды бөлімде осы саладағы ЖИ дамуының болашағы сөз етіледі.

Кілтті сөздер: жасанды интеллект, жазбаша коммуникация, ЖИ көмекшілері, шығармашылық, этика, мәтін генерациясы.

Резюме

Искусственный интеллект (ИИ) прочно вошёл в сферу письменной коммуникации, предоставляя пользователям мощные инструменты для генерации и редактирования текстов. Однако возникает вопрос: являются ли ИИ-помощники в написании текстов благом или угрозой? В статье рассматриваются преимущества и недостатки таких технологий, их влияние на креативность, качество текстов и профессиональную деятельность писателей, журналистов и переводчиков. Поднимаются вопросы этики, зависимости от ИИ и потери уникального авторского голоса. В заключении обсуждаются перспективы развития ИИ в данной сфере.

Ключевые слова: искусственный интеллект, письменная коммуникация, ИИ-помощники, креативность, этика, текстогенерация.

Cutting-edge advancements in artificial intelligence (AI) have drastically transformed the writing process. Authors, reporters, students, and even experienced translators actively use AI tools for text creation, editing, and refinement. But should writers be concerned about their profession's future? What are the benefits and drawbacks of AI in the writing industry? How do machine learning algorithms generate text? Who wins: AI or Writer? The answers to these and many other questions are explored in this article.

AI, or Artificial Intelligence, refers to the simulation of human intelligence in machines designed to think, learn, and problem-solve like humans. It involves the development of algorithms and systems that can perform tasks such as reasoning, learning from data, understanding language, recognizing patterns, and making decisions. AI can be divided into narrow AI, which is designed to handle specific tasks (like voice assistants or translation tools), and general AI, which would have the ability to perform any intellectual task that a human can do (though this is still a theoretical concept).

You know what's interesting? The text you just read was created by AI. I used ChatGPT and it did it quite well. The style is not perfect, the sentences are complex in places, but overall the information is presented clearly and concisely. However, even these shortcomings can be easily corrected automatically. [1]

However, it is important to understand that despite its capabilities, artificial intelligence is still limited in its understanding and context. This means that AI may not always correctly interpret and comprehend the meaning of information, especially in complex or ambiguous situations. It might provide incorrect answers or make wrong decisions, which can lead to negative consequences. [3]

Platforms

Popular and fast platforms:

1. ChatGPT - Great for anything from math to philosophy.

2. Perplexity AI - very fast answers with links to sources. Good for finding reliable information and facts.

3. You.com - An AI search engine that combines ChatGPT-like style with web links.

Gives short and clear answers + you can see where the information comes from.

For better qualitative writing and grammar:

1. QuillBot - paraphrases texts, writes essays, makes short summaries. Useful for writing term papers and research papers.

2. DeepL Write - Excellent AI translator and writing assistant. Useful for student translators and language learners.

3. Elicit - AI for academic search: finds articles, summarizes research. Very useful for writing research papers and preparing for research.

The question of weather artificial intelligence poses threat to the writing profession is sparking active debate. On the one hand, text automation technologies allow us to speed up the writing process and improve its quality. On the other hand, there is a concern that human labor will become unclaimed.

AI is already widely used in journalism, content marketing, and even fiction. For example, algorithms can create news based on facts, generate advertising texts, and even compose stories according to a given script. However, it should be understood that machines do not yet have the ability for original creativity, emotional perception, or deep analytics. Human thinking remains indispensable in processes that require individual style, artistic intuition, and creativity.

Exploring the Strengths and Weaknesses of Using AI Tools for Writing Purposes.

Writers using AI-generated content don’t have to worry about burnout or falling behind, as it can generate multiple ideas from a single request.

But also AI have disadvantages - plagiarism or copyright infringement. User search queries generate information that artificial intelligence collects from various sources, but you will never know this, as it does not contain references. If the similarity is too high, there is a legal risk that the author or artist might file a lawsuit for plagiarism of their original work. [3]

Pros:

1. Speed up work. Al systems can quickly analyze information and generate texts in seconds, which is especially useful for journalists and marketers.

2. Grammatical and stylistic correctness. AI algorithms such as Grammarly or Language Tool help correct errors and improve the readability of texts.

3. Accessibility and convenience. Even users without professional skills can create high-quality texts with the help of AI.

Cons:

1. Loss of uniqueness and creativity. Algorithms are trained on existing data, which limits their ability to create original content.

2. Ethical and legal issues. There is a copyright issue: who owns the text generated by AI - the developer, the user, or the system itself?

3. Misinformation. AI can unintentionally generate false or inaccurate information, especially if the training data contains errors.

4. Technology dependence. Excessive use of AI can lead to a decrease in the level of literacy and analytical thinking in users. [2]

At the moment, AI has more limitations than advantages, and their use still has a number of limitations. Their main advantage is the ability to quickly and in large quantities create content. However, there are many more disadvantages than indicated in the table.

Firstly, the process of training a neural network requires a significant amount of time. Secondly, AI is not able to generate texts that require expert knowledge. Thus, neural networks can be considered as an assistant that can quickly browse the Internet and extract information on the necessary topic. Of course, this will be superficial, but it helps save time.

Many experts believe that neural networks will not replace writers in the near future, and perhaps never. AI can be useful when there is a need to quickly generate a large volume of unique text, even if the quality is slightly compromised. However, when it comes to context, emotions, humor, and relevance — only writers can deeply understand the task, distinguish nuances of style,

and produce relevant content in any situation.

Neural networks will gradually replace those who create low-quality and repetitive content (such as product descriptions). However, only writers can solve complex business tasks with text, as only humans possess the experience, intuition, and sense of humor needed to add practical examples, analytical comparisons, and appropriate jokes to articles. [2]

AI assistants in writing are a powerful tool that can facilitate the process of creating texts and improve their quality. However, a complete replacement of human creativity is not yet possible. The optimal approach is a reasonable combination of automated technologies and traditional writing methods, where AI acts as an auxiliary tool, not a substitute for the author.

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ОӘЖ 372.8:811.111

ЗАМАНАУИ ӘДІСТЕРДІ ҚОЛДАНУ АРҚЫЛЫ БАСТАУЫШ СЫНЫПҚА ТІЛДІ ҮЙРЕТУ

Нұрмаханбет Ф.Е. 1301-14 тобы, білім алушы
Ө. Жәнібеков атындағы ОҚПУ, Шымкент, Қазақстан.
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Ө. Жәнібеков атындағы ОҚПУ, Шымкент, Қазақстан.

Резюме

В данной статье рассматривается важность обучения английскому языку учащихся начальных классов через развитие навыка говорения. При написании статьи были учтены и проанализированы современные эффективные методы и технологии обучения. В частности, описаны методы Communicative Language Teaching, Task-Based Language Teaching, ролевые игры, сторителлинг, геймификация, а также использование таких инструментов, как Quizlet, Kahoot, Duolingo, AI-based apps, Learning Apps и Word Wall для подведения итогов урока. В статье представлены способы развития навыков говорения у учащихся и даны практические рекомендации. Результаты исследования подтверждают значимость развития навыка говорения в начальной школе.

Summary

This article discusses the importance of teaching English to primary school students through the development of speaking skills. In writing the article, modern effective teaching methods and technologies were taken into account and analyzed. In particular, the methods of Communicative Language Teaching, Task-Based Language Teaching, role-playing, storytelling, gamification, and tools such as Quizlet, Kahoot, Duolingo, AI-based apps, Learning Apps, and Word Wall for lesson summarization are described. The article presents ways to improve students' speaking skills and provides practical recommendations. The research results confirm the importance of developing speaking skills in primary school.

Түйінді сөздер:Ағылшын тілі, бастауыш сынып, сөйлеу дағдысы, интерактивті оқыту, заманауи әдістер, тілдік құзіреттілік.

Қазіргі жаһандану заманында ағылшын тілі халықаралық қарым-қатынас, білім, ғылым

және технология салаларында жетекші орынға ие. Сондықтан оны бастауыш сыныптан бастап меңгеру өте маңызды. Күнделікті сабақта қолданылатын дәстүрлі әдістер оқушыларға грамматика мен жазуды үйретуге көп көңіл бөлгенімен, тілдік дағдылардың толық қалыптасуына әрдайым жеткілікті бола бермейтіні шындық. Ал заманауи оқыту әдістері, әсіресе коммуникативті тәсілдер, оқушылардың сөйлеу дағдысын (speaking) дамытуға бағытталған.[1].

Бастауыш сынып оқушыларына ағылшын тілін меңгертуде сөйлеу (speaking) дағдысын дамытудың маңыздылығын анықтау және оны тиімді жүзеге асыру үшін заманауи әдістер мен технологияларды қолданудың тиімділігін зерттеу.

Ағылшын тілін оқытуда сөйлеу дағдысының рөлін анықтау және оны дамытудың ғылыми-әдістемелік негіздерін қарастыру. Бастауыш сыныпта speaking дағдысын дамытуға бағытталған әдістерді тәжірибеде қолдану және олардың тиімділігін бағалау.Speaking дағдысын қалыптастыруда оқытушыларға әдістемелік ұсыныстар дайындау және оқушылардың тілді меңгеруге деген ынтасын арттыру жолдарын ұсыну.Алынған мәліметтер негізінде бастауыш сынып оқушыларының ағылшын тіліндегі сөйлеу дағдысын дамытуға арналған тиімді әдістемелік нұсқауларды ұсыну.

Жаңартылған білім мазмұнына сәйкес ағылшын тілін үйрету барысында төрт негізгі дағды қарастырылады. Олар: тыңдалым (listening), оқылым (reading), жазылым (writing) және айтылым (speaking) әрекеттері. Бұл дағдылардың ішіндегі сөйлесім әрекеті– оқушылардың өз ойын еркін жеткізуіне мүмкіндік беретін негізгі қабілеттердің бірі ретінде қарастырылады. Сөйлеу дағдысы жақсы қалыптасқан оқушы кез келген ортада өз ойын түсінікті жеткізе алады, басқа ұлт өкілдерімен ағылшын тілінде еркін сұхбаттасады және ең бастысы мұндай оқушыларда шет елдерге шығуға, қыдыруға деген ниеті артады. Ал, жоғары сыныпқа барған кезде өзге мемлекетке оқуға түсуге деген мотивациясы ашылады.[2].

Бастауыш сыныптағы балалар кез-келген тілді ойын, заманауи әдістер және бір-бірімен қарым-қатынас жасау арқылы үйренуге бейім келеді. Сондықтан оларды мүмкіндігінше ерте жастан ағылшын тілінде сөйлесуге машықтандыру қажет. Мектеп бағдарламасында speaking дағдысын дамытуға жеткілікті көңіл бөлінбеуі, тапсырмалар құрылымы дұрыс құрастырылмауы мүмкін, алайда заманауи әдістерді қолдану арқылы бұл мәселені шешуге болатынын әрдайым есте ұстауымыз қажет. Атап айтқанда, коммуникативті оқыту әдісі *(Communicative Language Teaching – CLT)* оқушыларды тілді практикалық тұрғыда қолдануға үйретеді. Бұл әдістің басты ерекшелігі – балалардың өзара қарым-қатынас жасауына мүмкіндік беру. Сабақ барысында сынып ішінде диалогтар, пікірталастар, рөлдік ойындар ұйымдастырылып, оқушыларға белгілі бір ситуацияға байланысты жағдаяттарды шешу жолдары қарастырылады. Мысалы: «Мейрамханаға барған соң, тамаққа тапсырыс беру», «Әуежайдан билет сатып алу» секілді сценарийлер арқылы оқушылар нақты тілдік тәжірибе алады. Бұл олардың ағылшын тілін аз-аздан болса да, практикалық тұрғыдан игеруілеріне үлкен септігін тигізеді.

Communicative Language Teaching әдісі – оқушылардың сабақ барысындағы белсенділігін арттырып, тілдік ортаға оңай кірігіп кетулеріне көмектеседі. Бұл әдісті тиімді қолдану үшін мұғалім оқушыларды көбірек сөйлеуге ынталандыруы керек және олардың қатесін түзетуді оқыту процесінің соңына қалдыру қажет. Неге? Өйткені оқушының жауабынан кейін мұғалім тарапынан түзетулердің бірден орын алуы оқушының өз ойын білдіруге деген сенімділігін төмендетуі мүмкін. [3].

Тілді үйретудегі басшылыққа алынатын келесі әдіс – мақсатқа негізделе отырып жасалған оқыту әдісі. *Task-Based Language Teaching – TBLT* – оқушылардың тіл үйренуін белгілі бір тапсырмалар арқылы жүзеге асырады. Бұл әдісте оқушылар нақты бір міндетті орындау барысында тілді белсенді қолданады. Мысалы, сабақ барысында «Базарда сауда жасау дұрыс» немесе «Ғаламтор жүйесінің пайдасы » секілді тақырыптар ортаға тасталады. Оқушылар дебат ережесін еске ала отырып, мәселеніекі жақтан қарастырады. Бұл әдістің басты ерекшелігі – оқушылар тілді теория ретінде емес, іс жүзінде үйренеді. Сабақ барысында олардың логикалық ойлау, тыңдау және жауап беру қабілеттері дамиды.

Мұғалімнің рөлі – тек бағыт беру және оқушыларға тілдік қолдау көрсету екендігін есте ұстағанымыз абзал.

Тілді үйретудің үшінші әдісі – рөлдік ойындар. Role-play – бастауыш сынып оқушыларына өте қызықты әрі тиімді әдіс. Олар белгілі бір кейіпке еніп, өзара қарым-қатынас жасайды. Мысалы, мұғалім оқушыларға «Сатушы мен сатып алушы» немесе «Құтқарушы мен қала тұрғыны» сынды рөлдерін бөліп беріп, оларды диалог құруға үйретеді. Бұл әдіс оқушыларды ағылшын тілінде еркін сөйлеуге ынталандырады.[4].

Күнделікті сабаққа қолдануға арналған Storytelling – әңгімелесу әдісі арқылы оқушылар өз ойларын еркін жеткізуді үйренеді. Олар қысқа әңгімелер немесе оқиғалар құрастырып, сыныптастарымен бөліседі. Бұл әдіс балалардың креативтілігін арттырып, олардың сөздік қорын кеңейтуге көмектеседі. Ал Gamification (ойын элементтерін қосу) әдісі арқылы оқу процесін қызықты етуге болады. Әртүрлі қосымшалар, викториналар мен интерактивті ойындар арқылы оқушылар белсенді түрде үйренеді.[5].

Сонымен қатар, сандық технологиялардың дамуы ағылшын тілін үйренуді оңай әрі тиімді етті. Мысалы, Quizlet арқылы оқушылар жаңа сөздерді жаттап, интерактивті тестілер шеше алады. Kahoot платформасында мұғалімдер ойын форматында сұрақтар қойып, жаңа материалды меңгерту кезәнде оқушыларды сабаққа белсенді қатысуға шақырып, белсенді оқушыларға қосымша балл алу мүмкіндігі бар екендігін айтып, қызықтыруға болады. Duolingo секілді қолданбалар өздігінен оқуға мүмкіндік береді, ал жасанды интеллектке негізделген құралдар оқушылардың сөйлеу қабілетін жақсарту үшін интерактивті жаттығулар ұсынады.[6].

Қорыта айтқанда, бастауыш сынып оқушыларына ағылшын тілін үйретуде сөйлеу дағдысын дамыту – олардың тілдік құзыреттілігін арттырудың маңызды аспектісі. Бастауыш сынып оқушыларына ағылшын тілін speaking дағдысы арқылы үйрету – олардың қарым-қатынас жасау қабілетін дамытуда тиімді әдіс болып табылады. Заманауи әдістерді қолдану арқылы оқушылардың тілге деген қызығушылығын арттырып, оларды еркін сөйлесуге ынталандыруға болады.Сабақ барысында ойын технологиялары, диалогтық оқыту, рөлдік ойындар, мультимедиялық ресурстар және коммуникативті әдістерді тиімді пайдаланудың артықшылығы мен өзіндік ерекшеліктерін атап өттік. Заманауи әдістер – оқушыларды тек тілдік біліммен ғана қамтамасыз етпей, олардың логикалық ойлауына және қарым-қатынас дағдыларын жетілдіруге үлкен мүмкіндік беруде.

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УДК 372.8:811.11

ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ ҚАЗАҚ ТІЛІН ҮЙРЕТУДЕГІ РӨЛІ

Садуахас Диас Ергалиұлы - Қазақ тілі мен әдебиеті мұғалімін даярлау білім беру бағдарламасының студенті, Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
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Резюме

В данной статье всесторонне исследуется роль искусственного интеллекта, в частности модели ChatGPT, в обучении казахскому языку. Анализируются возможности языковой модели искусственного интеллекта, эффективность ее применения в освоении грамматических, лексических и фонетических особенностей казахского языка. Также определяются преимущества и ограничения технологии, оценивается ее потенциал в развитии и сохранении казахского языка в будущем. Ключевые слова: искусственный интеллект (ИИ), казахский язык, обучение языку, цифровое обучение, грамматика, лексический запас.

Summary

This article comprehensively explores the role of artificial intelligence, particularly the ChatGPT model, in learning the Kazakh language. It examines the capabilities of the AI language model and the effectiveness of its application in mastering the grammatical, lexical, and phonetic features of the Kazakh language. Additionally, the study identifies the advantages and limitations of this technology, assessing its potential for the development and preservation of the Kazakh language in the future.

Keywords: artificial intelligence (AI), Kazakh language, language learning, digital learning, grammar, lexical resource.

Бұл мақалада жасанды интеллекттің, атап айтқанда ChatGPT моделінің, қазақ тілін үйретудегі рөлі жан-жақты зерттеледі. Жасанды интеллекттің тілдік модель ретіндегі мүмкіндіктері, қазақ тілінің грамматикалық, лексикалық және фонетикалық ерекшеліктерін меңгертудегі тиімділігі талданады. Сонымен қатар, технологияның артықшылықтары мен шектеулері анықталып, қазақ тілін дамыту мен сақтаудағы болашақтағы әлеуеті бағаланады.

Кілтті сөздер: жасанды интеллект (ЖИ), қазақ тілі, тіл үйрету, Цифрлық оқыту, грамматика, лексикалық қор.

Қазіргі заман - технологиялардың қарыштап дамыған кезеңі. Білім беру саласы да осы өзгерістерден тыс қалған жоқ. Жасанды интеллект (ЖИ) осы саладағы ең маңызды инновациялардың бірі ретінде танылып, әсіресе тіл үйрету процесінде өзінің тиімділігін дәлелдеуде. ChatGPT сияқты тілдік модельдер әлемнің түкпір-түкпірінде тілдерді меңгеруге көмектесіп, білім алушыларға жаңа мүмкіндіктер ашуда. Бұл мақалада біз ChatGPT-нің қазақ тілін үйретуге қосқан үлесін тереңірек қарастырамыз. Қазақ тілі - түркі тілдерінің ішіндегі ең бай әрі күрделі тілдердің бірі. Оның морфологиялық құрылымы, септік жалғаулары, сингармонизм заңы және лексикалық қоры оны үйренуді қиын, бірақ сонымен бірге қызықты етеді. Осыған байланысты, дәстүрлі оқыту әдістерімен қатар заманауи технологияларды қолдану қазақ тілін меңгеруді жеңілдетіп, оның қолданыс аясын кеңейте алады. [1] ChatGPT сияқты модельдер осы мақсатта қалай жұмыс істейді? Оның қазақ тілін үйретуге әсері қандай? Осы сұрақтарға жауап іздеу – мақаланың негізгі мақсаты. ChatGPT-нің тілдік модель ретіндегі мүмкіндіктері

ChatGPT - OpenAI компаниясы әзірлеген, табиғи тілді өңдеу (Natural Language Processing, NLP) технологиясына негізделген модель. Ол миллиардтаған сөздер мен сөз тіркестерінің негізінде жаттықтырылған, бұл оған кез келген тақырыпта диалог құруға, сұрақтарға жауап беруге және тіпті шығармашылық мәтіндер жазуға мүмкіндік береді. {2] Менің ойымша, бұл модельдің ең басты ерекшелігі - оның контекстті түсіну қабілеті. Мысалы, егер мен одан «Қазақ тілінде ‘табиғат’ деген сөзді қалай түсіндіресің?» деп сұрасам, ол маған тек сөздің мағынасын ғана емес, оны қолдануға болатын мысалдарды да ұсынады: «Табиғат бізді қоршап тұрған әлем» немесе «Табиғатты қорғау - әр адамның міндеті». Бұл қарапайым, бірақ тілді меңгеруді жеңілдететін тәсіл.Қазақ тілінің күрделі грамматикасын ескерсек, ChatGPT-нің осы тілді үйретуге қалай бейімделетінін түсіну маңызды. Ол септік жалғаулары, жұрнақтар, көпше түрлер сияқты элементтерді түсіндіре алады. Мысалы, «үй» деген сөзден «үйлерге» деген формаға көшу процесі қазақ тілінің сингармонизмі мен морфологиялық ерекшеліктерін ашады. ChatGPT мұны қарапайым тілмен жеткізуге қабілетті: «‘Үй’ деген сөзге ‘-лер’ қосып, көпше түрге айналдырамыз, ал ‘-ге’ жалғауы бағыт-мақсатты білдіреді». Бұл модельдің тағы бір артықшылығы - оның қолжетімділігі. Интернетке қосылған кез келген адам оны тәулік бойы пайдалана алады, бұл

дәстүрлі оқыту әдістерінен айтарлықтай ерекшеленеді. Сонымен қатар, ChatGPT тілді үйрету процесінде жеке тәсілді қолданады. Ол әр пайдаланушының деңгейіне қарай жауап береді. Егер мен жаңадан бастаушы болсам, ол маған қарапайым сөздер мен сөйлемдерді ұсынады: «Мен – Диас», «Мен мектепте оқимын». Ал егер мен тілді тереңірек меңгергім келсе, ол күрделірек құрылымдарды түсіндіреді: «Мен мектепке барғанда, досымды кездестірдім». Бұл икемділік ChatGPT-ні білім беру құралы ретінде құнды етеді. [3]

Қазақ тілін үйретудегі қолданысы.

ChatGPT-ні қазақ тілін үйретуге қолданғанда, оның бірнеше бағыттағы тиімділігін байқауға болады. Біріншіден, ол грамматиканы түсіндіруде өте пайдалы. Менің тәжірибемде, қазақ тілін үйренгісі келетін досым ChatGPT-ден «Мен мектепке барамын» деген сөйлемді басқа септіктермен қалай өзгертуге болатынын сұрағанда, модель оған «Мен мектептен келемін», «Мен мектепте оқимын», «Мен мектептің алдында тұрмын» сияқты нұсқаларды ұсынды. Бұл қарапайым, бірақ тиімді мысал тілдің құрылымын түсінуге көмектеседі. Осылайша, ChatGPT қазақ тілінің септік жалғаулары сияқты күрделі элементтерді жеңілдетіп, оларды қолдануға үйретеді. Мысалы, қазақ тіліндегі сингармонизм заңы бойынша, сөздердің дыбыстық үйлесімі сақталуы керек. «Кітап» деген сөз «кітаптар» болып көпше түрге айналады, ал «қалам» деген сөз «қаламдар» болады. ChatGPT осы ерекшелікті түсіндіріп, мысалдар келтіре алады: «Қаламдар үстелде жатыр», «Кітаптар сөреде тұр». Бұл тілдің дыбыстық заңдылықтарын түсінуге және оларды дұрыс қолдануға үйретеді. Менің ойымша, мұндай түсіндірулер оқушыларға тілдің ішкі логикасын сезінуге мүмкіндік береді.Екіншіден, ChatGPT сөздік қорды кеңейтуге ықпал етеді. Ол синонимдерді, күнделікті қолданыстағы сөздерді және тіпті фразеологизмдерді ұсына алады. Мысалы, «бақытты» деген сөздің орнына «қуанышты», «шат» немесе «мейірімді» деген баламаларды беріп, олардың қолданылу ерекшеліктерін түсіндіре алады: «Мен бақыттымын, өйткені досым келді» немесе «Мен қуаныштымын, себебі емтиханды тапсырдым». Бұл тілді меңгеруді тереңдетеді және оны табиғи етіп қолдануға үйретеді. Сонымен қатар, ол қазақ тілінің бай фразеологизмдерін де түсіндіре алады. Мысалы, «көздің қарашығындай» деген тіркесті сұрағанда, ол оның «өте қымбат, бағалы» деген мағынасын және қолданылуын түсіндіріп береді: «Баласы оған көздің қарашығындай қымбат». Үшіншіден, модель диалог құру арқылы тілдік практиканы қамтамасыз етеді. Мен өзім ChatGPT-мен қазақ тілінде сөйлесіп көргенде, ол маған күнделікті өмірдегі жағдаяттарды модельдеуге көмектесті. Мысалы, базарда сауда жасау кезінде мен «Бұл қанша тұрады?» деп сұрадым, ол «Бұл екі мың теңге» деп жауап берді. Мен «Арзанырақ бола ма?» деп жалғастырғанда, ол «Жарайды, бір жарым мыңға берейін» деп саудаласуды жалғастырды. Бұл тәжірибе тілді нақты өмірде қолдануға дайындайды және сөйлеу дағдыларын дамытады. [4]

Сонымен қатар, ChatGPT қазақ тілін үйренушілерге жазу дағдыларын жетілдіруге де көмектеседі. Мысалы, мен одан «Қазақ тілінде хат қалай жазамын?» деп сұрадым, ол маған қарапайым хаттың үлгісін ұсынды: «Құрметті Аян, мен саған осы хатты жазып отырмын. Сен қалайсың? Мен жақсымын. Жақында кездесейік». Осылайша, ол тілді жазбаша қолдануды да үйретеді. Менің ойымша, мұндай практикалық мысалдар тілді меңгеруді тездетеді және оны күнделікті өмірде қолдануға ынталандырады.

Артықшылықтары мен шектеулері

ChatGPT-нің қазақ тілін үйретудегі артықшылықтары өте көп. Біріншіден, ол тәулік бойы қолжетімді. Егер мен түнде оқуға отырсам, мұғалімді іздеудің қажеті жоқ – ChatGPT әрқашан дайын. Екіншіден, ол оқытуды жеке қажеттіліктерге бейімдей алады. Мысалы, егер мен грамматикаға көбірек көңіл бөлгім келсе, ол маған септіктерді түсіндіреді, ал егер сөйлеуге машықтанғым келсе, диалог құрады. Үшіншіден, ол қымбат оқулықтар мен курстарды қажет етпейді. Ауылда тұратын оқушы немесе шетелде қазақ тілін үйренгісі келетін адам үшін бұл тегін әрі ыңғайлы құрал.Сонымен қатар, ChatGPT қателіктерді түзетуге және оларды түсіндіруге қабілетті. Мысалы, мен «Мен мектепке бардым» деп жазсам, ол «Бұл дұрыс, бірақ ‘бардым’ орнына ‘кеттім’ дегенді де қолдануға болады» деп түзетеді. Бұл дәстүрлі оқыту әдістерінде сирек кездесетін мүмкіндік. Менің ойымша, мұндай

кері байланыс оқушылардың қателіктерінен сабақ алуына және тілді дұрыс қолдануына көмектеседі. Дегенмен, кемшіліктері де бар. Менің байқағаным, ChatGPT қазақ тілінің деректер базасына толық сүйенбегендіктен, кейде дәлсіз жауаптар береді. Мысалы, «қарақұйрық» деген сөзді сұрағанда, ол оны «қара құс» деп қате түсіндірген еді. Бұл қазақ тілінің сирек қолданылатын сөздері мен диалектілеріне қатысты мәселе. Сонымен қатар, модель эмоциялық байланыс орната алмайды. Тілді үйрену кезінде мұғалімнің жеке қолдауы, ынталандыруы маңызды болуы мүмкін, ал ChatGPT бұл жағынан шектеулі. Мысалы, егер мен қателессем, мұғалім маған «Жарайсың, келесі жолы дұрыс болады» деп жігерлендіре алады, ал ChatGPT тек түзетеді де, әрі қарай жүре береді. Тағы бір шектеу – қазақ тілінің фонетикалық ерекшеліктерін үйрету қиындығы. ChatGPT мәтіндік модель болғандықтан, дыбыстарды дұрыс айтуды үйрете алмайды. Мысалы, «қ» мен «к» дыбыстарының айтылу айырмашылығын ол тек жазбаша түсіндіре алады, бірақ оны есту арқылы көрсете алмайды. Бұл тілді толық меңгеру үшін қосымша аудио құралдарды қажет етеді. [5]

Қорыта келгенде, ChatGPT қазақ тілін үйрету саласында үлкен мүмкіндіктер ашады. Ол грамматиканы түсіндіріп, сөздік қорды байытып, тілдік практиканы қамтамасыз етеді. Менің ойымша, бұл технологияны дұрыс қолдансақ, қазақ тілін үйренгісі келетіндердің санын арттырып, оның қолданыс аясын кеңейтуге болады. Мысалы, шетелдегі қазақ диаспорасы немесе қаладағы жастар осы модель арқылы тілді меңгере алады.Бірақ оның тиімділігін арттыру үшін бірнеше шара қажет. Біріншіден, қазақ тілінің деректер базасын молайту керек. Диалектілерді, фольклорды, заманауи сөздерді қосу модельді жетілдіре түседі. Екіншіден, ChatGPT-ні қазақ тілінің ерекшеліктеріне бейімдеу қажет. Мысалы, сингармонизм заңын немесе септік жалғауларын дұрыс түсіну үшін арнайы жаттығулар енгізуге болады. Үшіншіден, фонетикалық оқытуды қосу үшін дыбыстық функцияларды дамыту керек. Болашақта ChatGPT сияқты құралдар қазақ тілін сақтау мен дамытудың ажырамас бөлігіне айналуы мүмкін. Менің ойымша, егер біз осы технологияны дұрыс пайдалансақ, қазақ тілінің цифрлық әлемдегі орны нығаяды. Мысалы, қазақ тіліндегі онлайн курстар, чат-боттар немесе мобильді қосымшалар осы модельдің негізінде жасалуы мүмкін. Бұл тілді жастар арасында танымал етіп, оның болашағын қамтамасыз етеді.

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УДК 372.8:811.11

TEACHING ENGLISH ELEMENTARY SCHOOL USING ARTIFICIAL INTELLIGENCE

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Түйін

Бастауыш сыныпта ағылшын тіліін үйрету- баланың болашақ біілім алудағы іргетасын қалайтын маңызды кезең. Бұл жаста балаллардың есте сақтау қабілеті жоғары, жаңа тілдік дағдыларды оңай меңгере алады. Дегенмен дәстүрлі оқыту әдістері кейде балалар үшін қызықсыз

әрі тиімсіз болуы мүмкін. Осындай жағдайда, заманауи технологиялар, әсіресе жасанды интеллект (ЖИ), оқытуды жаңа деңгейге көтеріп, оқушылардың қызығушылығын арттыруға көмектеседі.

Резюме

Обучение английскому языку в начальных классах – это важный этап, закладывающий фундамент для дальнейшего образования ребенка. В этом возрасте дети обладают высокой способностью к запоминанию и легко усваивают новые языковые навыки. Однако традиционные методы обучения иногда кажутся им скучными и менее эффективными. В такой ситуации современные технологии, особенно искусственный интеллект (ИИ), помогают сделать процесс изучения языка более увлекательным и результативным.

Nowadays modern technologies are ingrained deeper into the educational process, making it more interesting and effective. According to statistics one of the newest tools used in English language teaching is artificial intelligence (AI). In this article, I will look at how AI helps younger students learn English and what its advantages and disadvantages are, as well as examples of its use in the educational process.

The XXI century is a time when education and science are rapidly developing with new innovative technologies. Therefore, the future of our country directly depends on the education and upbringing of the younger generation. The future of our people will be bright if the generation has a deep knowledge of education and science. The first president of Kazakhstan N. A. Nazarbayev said: "We will continue to conquer world heights in the future. One of these heights is Kazakhstan's entry into the top 50 competitive countries in the world. In order to achieve this goal, first of all, every citizen of Kazakhstan must be competitive," the words are aimed at becoming a country with strong knowledge and science. The head of state stressed that the younger generation needs to know three languages. Learning English, mastering it perfectly - this is primarily important during international relations[1].

In this article, I find a balance between realistic expectations and exaggerated statements, distinguishing real opportunities from speculative assumptions. The use of artificial intelligence in early English learning is one of the particularly promising areas. Artificial intelligence-based tools allow you to personalize classes, adapt to individual learning styles, and provide instant feedback, making language learning fun and effective for younger students. Although the role of artificial intelligence in education is still fully revealed, its ability to develop basic language skills in primary school students is already becoming apparent.

Artificial intelligence (AI) is undoubtedly one of the most transformative technological forces of the 21st century, transforming industry, the economy and human interaction on a global scale. Government and enterprises allocate significant financial resources to the development and integration of system based on artificial intelligence, and startups receive billions in research into new applications. In the field of education, artificial intelligence has great potential and hope. Although its capabilities are often exaggerated, the deep meaning of pedagogical methods, especially early English, can’t be ignored.[2]

The aim of this study is to critically analyze the relationship between artificial intelligence and language learning, distinguishing scientifically based pedagogical achievements from speculative predictions. One of the promising areas of application of artificial intelligence-based technologies is the use of English as a Second Language (ESL) for Primary School students. Using adaptive algorithms, real-time data analysis, and natural language processing, artificial intelligence encourages personalized learning, increases student engagement, and optimizes learning efficient.

Artificial intelligence-based platforms revolutionize traditional ESL English Language Teaching by combining interactive, multimodal and data-driven approaches that meet the principles of cognitive and linguistic development. Several key advances point to the transformative role of artificial intelligence:

1.Cognitive fundamentals through adaptive learning architecture-artificial intelligence-based platforms dynamically adjust learning content based on individual cognitive abilities, ensuring an optimal balance between complexity and intelligibility. This method of building a frame,

formulated by Vygotsky, supports the near Development Zone (ZPD), which contributes to the gradual assimilation of the language.

2. Phonetic modeling created by chat agents and artificial intelligence-virtual teachers and chatbots based on artificial intelligence create an immersive language environment that allows young students to have a realistic dialogue with phonetic and syntactic corrections. Unlike traditional didactic techniques, these artificial intelligence interlocutors use deep learning patterns to improve pronunciation through Automatic Speech Recognition (ASR) and accent adaptation.

3. Neurocognitive involvement through gamification and multisensory input-artificial intelligence uses gamified learning strategies that are consistent with neurocognitive involvement theories by improving language memory through interactive storytelling, visual auditory stimuli, and reward-based reinforcement mechanisms. Such methodologies use the principles of cognitive load theory to optimize information storage.

4. Automated syntactic and morphological analysis to improve the level of writing proficiency-advanced artificial intelligence systems use natural language processing (NLP) to analyze syntactic structures, grammatical patterns and lexical diversity in students ' writings. By providing detailed information about morphological accuracy and syntactic communication, artificial intelligence increases the level of mastery of the written language compared to conventional grammar exercises.

5. Longitudinal data analysis for pedagogical intervention-artificial intelligence-based assessment tools use machine learning algorithms to track language progress over time, creating predictive analytics as the basis for targeted pedagogical intervention. By identifying patterns in language acquisition, teachers can adapt learning strategies to solve certain language problems.

Ethical, pedagogical and public thought

Despite the pedagogical advances of artificial intelligence, its integration in primary language education poses great challenges.[3]

Human and artificial intelligence and socio-emotional development-although artificial intelligence facilitates language experience, it traditionally lacks the socio-emotional intelligence necessary for a holistic mastery of a language that includes human communication, cultural nuances, and contextual pragmatics.. Excessive dependence on learning through artificial intelligence can interfere with the development of communicative competence in specific social situations.

Algorithmic bias and linguistic standardization – language models controlled by artificial intelligence are created in a wide range of data, but they often show data-specific distortions. This can lead to the strengthening of dominant language norms, marginalizing regional dialects, idiomatic variations, and cultural-specific discursive patterns.

Restrictions on digital equality and accessibility. The introduction of artificial intelligence at the initial stage of teaching English is due to access to technological infrastructure, which remains uneven in socio–economic and geographical contexts. Differences in digital literacy and resource allocation can exacerbate inequality in education.[4]

Teaching a foreign language in primary school requires a special approach, as children learn the material better in a playful way and through interactive interaction. Artificial intelligence can be a useful tool that helps to adapt the learning process to the individual needs of each child.

AI is used in English language teaching in the following areas: Interactive voice assistants (for example, Duolingo, ChatGPT, Alexa, Google Assistant) help children practice pronunciation and making up dialogue in English.

•Learning applications that adapt to the student's level of knowledge and offer customized assignments.

• Game platforms with AI elements (for example, Lingokids, ABC mouse) make learning fun and motivating.

• Automated verification systems that analyze errors in written papers and provide recommendations for their correction.

The use of artificial intelligence in children's education has many advantages:

Personalized Learning. AI-driven educational platforms can analyze a student's strengths and weaknesses, adjusting lessons accordingly. Unlike traditional classroom settings, where all students follow the same curriculum, AI can tailor exercises and content to each learner's needs.

Impact: Helps students learn at their own pace.

Increases retention by focusing on personalized challenges.

Reduces frustration for slower learners while keeping advanced students engaged.

Increased Engagement through interactive learning. Traditional learning methods can sometimes be monotonous, leading to decreased student motivation. AI incorporates gamification, multimedia elements, and interactive exercises that make learning more engaging and fun.

Impact: Makes learning more enjoyable and immersive.

Encourages students to actively participate.

Reduces anxiety in speaking practice by allowing private, low-pressure interactions.

Immediate feedback and error correction. AI-powered tools provide instant feedback on students' writing, pronunciation, and grammar mistakes, allowing for quick correction and learning.

Impact: Helps students recognize and correct errors immediately.

Encourages self-improvement and independent learning.

Reduces the need for constant teacher intervention.

`Accessibility and Flexibility. AI-based learning tools are available 24/7, allowing students to learn anytime, anywhere. This is particularly useful for students in remote areas or those with limited access to qualified English teachers.[5]

Impact: Expands access to high-quality education.

Supports learning outside traditional school hours.

Helps bridge the educational gap in underprivileged communities.

Enhanced Pronunciation and speaking skills. AI-based speech recognition technology helps students improve their pronunciation by detecting errors and providing corrective feedback.

Impact: Encourages fluency in spoken English.

Helps students feel more confident in real-world conversations.

Provides individualized feedback that a teacher might not always have time for.

AI has some disadvantages and challenges in using.

1. Lack of Human Interaction and Emotional Intelligence. AI lacks emotional intelligence and the ability to understand students' feelings, motivation levels, and individual struggles. Language learning is not just about grammar and vocabulary—it requires social interaction, cultural context, and human empathy.

Impact: Can lead to decreased motivation for some students.

Lacks the ability to provide emotional support.

Does not replicate natural human conversations or social cues.

2. Over-Reliance on Technology. When students become too dependent on AI tools, they may struggle to learn without them. Overuse of AI can discourage independent thinking and traditional learning methods.

Impact: Reduces critical thinking and problem-solving skills.

May hinder long-term retention of language skills.

Could negatively impact students' ability to engage in non-digital learning environments.

3. Digital Divide and Accessibility Issues. Not all students have equal access to AI-powered educational tools due to technological and economic disparities. Some may lack internet access or the necessary devices to use AI-based learning programs.

Impact: Widens the educational gap between privileged and underprivileged students.

Limits AI's potential to be a universal solution for language learning.

Requires investment in infrastructure to make AI accessible to all learners.

4. Privacy and Data Security Concerns. AI applications collect vast amounts of data on student performance, preferences, and behavior, raising concerns about privacy and data protection.

Impact: Raises ethical concerns about data privacy.

Could expose students to cybersecurity risks.

Requires strict regulations and security measures for safe AI implementation.

5. Limited Creativity and Spontaneity.AI follows programmed algorithms and lacks the ability to encourage creativity, spontaneity, and critical thinking in the way human teachers can. It cannot adapt to unique classroom dynamics or introduce unexpected discussions that spark curiosity.

Impact: May result in a rigid learning process.

Does not fully support creative writing or discussion-based learning.

Cannot replace the dynamic and inspiring role of a human educator.

The use of artificial intelligence in teaching English in elementary school is a modern and effective way that makes the learning process interesting and personalized. However, it should be remembered that AI can't completely replays the teacher, but should be used as an auxiliary tool. The best option is to combine traditional teaching methods with new technologies so that children can learn it with pleasure and without stress.

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УДК 372.8:811.11

PERSONALIZED LEARNING: HOW AI ADAPTS TO INDIVIDUAL LANGUAGE NEEDS

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Резюме

В данной статье рассматривается, как искусственный интеллект (AI) персонализирует процесс изучения языков, адаптируясь к индивидуальным потребностям учащихся. AI-алгоритмы анализируют прогресс, выявляют слабые места и корректируют обучение, делая его более эффективным. В работе обсуждаются ключевые технологии, такие как адаптивные обучающие пути, голосовое распознавание, инструменты для улучшения письма и контекстное обучение. Также проводится практический анализ популярных AI-инструментов, включая Duolingo и ChatGPT, с учетом пользовательского опыта и отзывов. Отмечены преимущества AI-обучения, такие как интерактивность и персонализация, а также потенциальные вызовы, включая вопросы конфиденциальности данных, чрезмерную зависимость от технологий и алгоритмические предвзятости.

Ключевые слова: искусственный интеллект, персонализированное обучение, изучение языков, адаптивные технологии, AI-алгоритмы, распознавание речи, автоматизированная проверка письма, когнитивные особенности.

Түйін

Бұл мақалада жасанды интеллекттің (AI) тіл үйрену үдерісін жекелендіруі және оқушының жеке қажеттіліктеріне бейімделуі қарастырылады. AI алгоритмдері оқушының жетістіктерін талдап, әлсіз тұстарын анықтап, оқыту бағытын түзетеді, соның арқасында білім алу тиімді бола түседі. Мақалада адаптивті оқыту жолдары, дауыс тану, жазу дағдыларын жетілдіру құралдары

және контекстік оқыту сияқты негізгі технологиялар талданады. Сондай-ақ, Duolingo және ChatGPT сияқты танымал AI құралдары пайдаланушы тәжірибесі мен пікірлеріне сүйене отырып, практикалық тұрғыда қарастырылады. AI негізіндегі оқытудың артықшылықтарына интерактивтілік пен жекелендіру жатады, ал ықтимал қиындықтарға деректердің құпиялылығы, технологияға шамадан тыс тәуелділік және алгоритмдік қателіктер кіреді.

Кілтті сөздер: жасанды интеллект, жекелендірілген оқыту, тіл үйрену, адаптивті технологиялар, AI алгоритмдері, сөйлеуді тану, автоматтандырылған жазбаша тексеру, когнитивтік ерекшеліктер.

Artificial Intelligence AI is transforming language learning by offering customized experiences tailored to each learner's needs. Unlike traditional one-size-fits-all methods, AI-driven platforms analyze users' progress, identify weak points, and adjust lessons accordingly. This paper explores how AI personalizes language education through adaptive learning paths, real-time feedback, and speech recognition, while also discussing its benefits and potential drawbacks. Additionally, a practical analysis of AI-based tools such as Duolingo and ChatGPT will be provided, including personal insights and user feedback.

Learning a language is a deeply personal journey influenced by an individual's learning style, cognitive abilities, and motivation. Traditional language education often follows a standardized approach, which may not suit everyone. However, AI has introduced a more flexible and dynamic way of learning. Through adaptive technology, AI can create a learning environment that evolves with the student's progress, making education more engaging and effective. [2].

In this paper, I will analyze how AI-based language learning tools adjust to individual needs, using real-world examples like Duolingo and ChatGPT. Additionally, I will include user reviews and personal experiences to evaluate their effectiveness.

And also ELSA Speak: This app helps with pronunciation. It often happens that we know words, grammar, but we are afraid to speak, because we are not sure whether we are pronounced correctly. ELSA has a built-in AI that listens to how you speak and says where the error is. It directly shows what sound you said wrong and how to pronounce it correctly. AI doesn't just check, but as if it trains you like a teacher. It remembers your weaknesses and gives more tasks exactly for what is difficult for you. This makes learning more convenient, because you don't waste time on what you already know, but work on what you really need.

AI-Driven Personalization in Language Learning

AI enhances language learning by using data-driven algorithms to customize educational content. Some key areas where AI personalizes learning include:[2]

First is Adaptive Learning Paths. Ai systems track a learner's progress and adjust difficulty levels accordingly. Platforms like Duolingo use AI to modify exercises based on a student's performance, ensuring that lessons remain challenging but not overwhelming.

Second is Speech Recognition and Pronunciation Training. AI-powered apps such as ELSA Speak analyze pronunciation and provide instant corrections, helping learners improve their speaking skills more effectively. Research suggests that real-time feedback significantly enhances pronunciation accuracy.

Third is AI-Powered Writing Assistance. Writing tools like Grammarly or ChatGPT help users refine grammar and sentence structure by providing immediate feedback. This is particularly beneficial for non-native speakers aiming to improve their writing fluency.

And finally, Contextual Learning and Smart Recommendations. AI tools can recommend additional reading materials, vocabulary exercises, or even conversation practice based on the user's past mistakes. This allows for more targeted learning.[4]

Practical Analysis: How Effective Are AI Tools?

As part of this research, I tested two AI-based language learning tools Duolingo and Chatgpt to understand their real-world impact. Duolingo: I used Duolingo to study Chinese for one month. While the app provided interactive exercises and daily reminders.

And I found that learning Chinese required more than just vocabulary drills. The app helped

with memorization but lacked deeper grammatical explanations. ChatGPT: Switching to ChatGPT for improving my English and Chinese skills was a game changer. Unlike Duolingo, ChatGPT allowed me to have real conversations, ask grammar-related questions, and get immediate explanations. This interactive learning experience made it easier to grasp complex concepts.

To support my experience, I also gathered user feedback from online forums. Many learners reported that Duolingo is great for beginners but lacks advanced content, while ChatGPT helps refine writing and conversational skills.And also Elsa I used myself when I was preparing for the conversation part. It has always been difficult for me to pronounce some words, especially long ones.

Challenges and Ethical Concerns Despite its advantages, AI-based learning is not without challenges:

Data Privacy Risks: AI tools collect user data to personalize content, raising concerns about security and privacy.

Over-Reliance on AI: Some learners may become dependent on AI tools and neglect real-world practice with native speakers.

Algorithm Bias: AI models might reinforce certain language patterns while neglecting others, potentially affecting learning diversity. In overall - AI has revolutionized language learning by making it more adaptive and efficient. Tools like Duolingo and ChatGPT illustrate how AI can cater to individual learning styles, providing a more engaging educational experience. While AI-driven learning is highly beneficial, it is important to balance technology with human interaction for well-rounded language acquisition. Further research should focus on enhancing AI's ability to provide deeper contextual understanding while maintaining ethical considerations.[4]

Everyone learns the language in their own way. Someone quickly grasps grammar, but is afraid to speak. And it's easier for others to understand by ear, but it's hard to write. In a regular group on the course, everyone is given the same thing, and it often turns out that half is bored, and the other does not have time. And artificial intelligence can notice your weaknesses and strengths. And Ii also knows how to find an approach to any person and to any topic. And it really helps to save time and nerves.

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УДК 37..316:811.111

THE EFFECTS OF ARTIFICIAL INTELLIGENCE (AI) ON HUMAN INTERPERSONAL CONNECTIONS

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Түйіндеме

Ағылшын тілі студенттердің әлеуметтік интеграциясы мен академиялық жетістіктері үшін маңызды құрал болып табылады. Оңтүстік Қазақстан педагогикалық университетінде жүргізілген зерттеу көрсеткендей, жоғары деңгейде ағылшын тілін меңгерген студенттер академиялық іс-шараларға белсене қатысып, халықаралық бағдарламаларға қосылып, әлеуметтік байланыстарды кеңейте алады. Студенттердің көпшілігі ағылшын тілінің әлеуметтік бейімделуге және академиялық өсуге ықпал ететінін мойындайды, бірақ тілдік сенімсіздік, сөздік қордың шектеулілігі

мен қателіктерден қорқу сияқты қиындықтар әлі де бар.Зерттеу барысында студенттердің көпшілігі ағылшын тілін жақсартуға ұмтылатынын білдірді, бұл қосымша тілдік қолдау көрсету қажеттілігін айқындайды. Университеттер тіл үйренуді қолдау шараларын күшейтуі керек, мысалы, тілдік клубтар, сөйлесу жаттығулары және ағылшын тілді тұлғалармен көбірек қарым-қатынас жасау арқылы студенттердің тілдік дағдыларын арттыру қажет. Ағылшын тілін жетілдіру студенттердің оқу және әлеуметтік бейімделуін жақсартып, олардың жеке және кәсіби дамуына жаңа мүмкіндіктер ашады.

Резюме

Английский язык является важным инструментом для социальной интеграции и академических достижений студентов. Исследование, проведенное в Южно-Казахстанском педагогическом университете, показало, что студенты с высоким уровнем владения английским языком более активно участвуют в академических мероприятиях, международных программах и расширяют социальные связи. Большинство студентов признает, что английский язык способствует социальной адаптации и академическому росту, однако существуют проблемы, такие как неуверенность в себе, ограниченный словарный запас и страх совершать ошибки.Исследование также показало, что большинство студентов стремятся улучшить свои знания английского языка, что подчеркивает необходимость дополнительной языковой поддержки. Университетам следует усилить поддержку изучения языков, такие как языковые клубы, разговорные практики и большее взаимодействие с носителями языка. Совершенствование английского языка улучшит академическую и социальную адаптацию студентов, открывая новые возможности для их личностного и профессионального развития.

In the modern world, the English language plays a vital role in student socialization, enhancing intercultural communication and academic adaptation. Proficiency in English broadens communication opportunities, strengthens integration into the university environment, and boosts students' competitiveness in both academic and social spheres.
Research Objective: To determine the impact of English proficiency on student socialization at South Kazakhstan Pedagogical University named after Uzbekali Zhanibekov.
Hypothesis: High proficiency in English contributes to successful adaptation and the expansion of social connections.

1. Socialization and Language Competence

Socialization refers to the process of integrating an individual into society, and within the university context, it depends significantly on language proficiency. English plays a key role in facilitating faster interpersonal connections and aiding students' adaptation to the academic environment at South Kazakhstan Pedagogical University, where the diverse student body makes effective communication crucial [2].

2. The Impact of English on Academic and Social Integration

Proficiency in English helps students participate actively in various educational programs, international conferences, and academic discussions. Students who possess a higher level of English language skills adapt more quickly to the multicultural environment of South Kazakhstan Pedagogical University and have greater opportunities for academic self-realization and social engagement [1, p.4]. In a university setting that hosts students from various regions, effective communication in English is pivotal for academic success and social integration.

3. Communicative Competence and Socialization

English enhances communication with international students, faculty, and staff, thus expanding opportunities for intercultural interaction. Conversely, a lack of proficiency in English can create communication barriers, hindering students' ability to connect socially and academically at the university [5]. At South Kazakhstan Pedagogical University, where students come from diverse linguistic backgrounds, English serves as a unifying medium for fostering collaboration, understanding, and mutual respect among the student body.

A high level of English proficiency significantly influences student socialization, enhancing their opportunities for both academic and social integration at South Kazakhstan Pedagogical University.

Scientific Research

Object and Research Base:
The study involved 100 students from South Kazakhstan Pedagogical University named after Uzbekali Zhanibekov, representing various faculties. The goal was to explore the effect of English proficiency on students' socialization, academic engagement, and overall university involvement.

Materials and Methods:

Four research methods were used:

Survey: Assessing students' attitudes towards English and its role in socialization.

Semi-structured Interviews: Exploring personal experiences related to language barriers.

Analysis of University Engagement: Examining students' participation in international events, academic activities, and volunteer work.

Research Tools:

Online questionnaire (Google Forms): Consisting of 6 questions on language use, socialization, and participation in international programs.

Audio Recordings: Documenting student interviews that explore language-related challenges.

Document Analysis: Reviewing participation in international conferences, student clubs, and volunteer activities.

Survey Implementation

The survey included 100 students from South Kazakhstan Pedagogical University, with 26% males and 74% females. The majority were aged between 17 and 18 years (63.1%), followed by 19.6% aged 19–20 years and 17.3% aged 21 or older. The breakdown of students by year of study was as follows: 30% were first-year students, 25% were second-year students, 20% were third-year students, and 25% were fourth-year students.

Regarding English proficiency, 12% of the students were fluent, 35% had an intermediate level, 30% had basic knowledge, 18% had a very low level, and 5% did not know English at all. In academic settings, 15% of students used English daily, 30% used it several times a week, 35% used it rarely, 15% used it very rarely, and 5% never used English.

For communication, 30% of students found English very helpful, 25% said it helped but with difficulties, 25% saw no impact, 10% reported communication barriers, and 10% did not communicate with foreign students. Regarding socialization, 40% believed that English significantly helped them, 30% said it was useful but not crucial, 15% saw little impact, 10% noticed no effect, and 5% thought it hindered their integration.

As for improvement, 50% of students expressed a desire to improve their English for better socialization, 30% were open to improvement but did not consider it essential, 10% saw no need for improvement, 5% thought it was unnecessary, and 5% had not thought about it. Finally, 55% viewed English as an essential tool for broadening their social and academic opportunities.

Table 1. The survey among students of South Kazakhstan Pedagogical University

Category	Percentage	Details
Gender		
Male	26%	26% of participants are male
Female	74%	74% of participants are female
Age Group		
17–18 years	63.1%	Majority of participants are aged 17–18
19–20 years	19.6%	19.6% are aged between 19 and 20
21 years or older	17.3%	17.3% are 21 or older
Year of Study		
First-year	30%	30% are first-year students

Second-year	25%	25% are second-year students
Third-year	20%	20% are third-year students
Fourth-year	25%	25% are fourth-year students
English Proficiency		
Fluent	12%	12% of students are fluent in English
Intermediate	35%	35% have intermediate proficiency
Basic	30%	30% have basic proficiency
Very Low	18%	18% have a very low level of proficiency
No English	5%	5% of students do not know English at all
English Usage in Academic Settings		
Daily	15%	15% use English daily
Several times a week	30%	30% use English several times a week
Rarely	35%	35% use English rarely
Very rarely	15%	15% use English very rarely
Never	5%	5% never use English
Impact of English on Communication		
Very Helpful	30%	30% find English very helpful for communication
Helpful but with difficulties	25%	25% find English helpful, but with difficulties
No Impact	25%	25% feel no impact from English in communication
Communication Barriers	10%	10% report facing communication barriers
Do not communicate with foreign students	10%	10% do not communicate with foreign students
Impact of English on Socialization		
Significant Impact	40%	40% believe English significantly helps with socialization
Useful but Not Crucial	30%	30% find it useful, but not essential
Little Impact	15%	15% see little impact on socialization
No Effect	10%	10% notice no effect
Hinders Integration	5%	5% believe it hinders integration
Desire for Improvement in English		
Strong Desire for Improvement	50%	50% want to improve their English for better socialization
Open to Improvement, Not Essential	30%	30% are open to improvement but do not see it as essential
No Need for Improvement	10%	10% see no need to improve their English
Unnecessary Improvement	5%	5% think improvement is unnecessary
Haven't Considered Improvement	5%	5% haven't thought about improving their English
View on the Importance of English		
Essential for Social & Academic Growth	55%	55% see English as essential for broadening their opportunities

In conclusion, English proficiency plays a crucial role in the socialization and academic success of students at South Kazakhstan Pedagogical University. Students with higher levels of English proficiency are more likely to actively engage in academic activities, participate in international programs, and build social connections, which are essential for both personal and professional development. The survey findings highlight that a significant proportion of students see English as beneficial to their socialization and academic growth, though challenges such as confidence issues, limited vocabulary, and fear of making mistakes remain barriers to effective communication and integration. Moreover, students expressed a strong desire to improve their English proficiency, which further underscores the importance of providing additional language-learning support. Initiatives such as language clubs, conversation practice, and increased exposure to native speakers could greatly enhance the students' language skills and overall university experience. Universities must continue to prioritize the development of English language proficiency among their students to ensure that they are equipped with the necessary tools for success in the globalized academic and professional environment.

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UDC 811.111

LEANING ENGLISH GRAMMAR IN FORMULAS WITH THE HELP OF AI

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Түйін

Бұл мақалада ағылшын грамматикасын формулалар арқылы оқытудың тиімділігі мен артықшылықтары қарастырылады. Дәстүрлі оқыту әдістерінде грамматика студенттерге ережелерді толық түсініп, оларды қолдануға мүмкіндік бермейді. Ал формулалар жүйелі және құрылымды тәсілді ұсына отырып, оқушыларға грамматикалық ережелерді түсінуді жеңілдетіп, оларды жаттап, дұрыс қолдануға көмек береді. Мақалада ағылшын тіліндегі әртүрлі грамматикалық құрылымдарды түсіндіруде формулалардың маңыздылығы атап көрсетіліп, бұл тәсілдің студенттердің оқу нәтижелерін қалай жақсартатыны қарастырылады.

Кілт сөздері: грамматика, формулалар, жүйе, ережелер, ағылшын тілі, оқу нәтижелері, дәстүрлі оқыту әдістер

Резюме

В данной статье рассматриваются эффективность и преимущества обучения английской грамматике с использованием формул. В традиционных методах обучения грамматика часто не даёт студентам возможности полностью понять и применить грамматические правила. В отличие от этого, формулы предоставляют системный и структурированный подход, который облегчает понимание и помогает ученикам запомнить и правильно применять грамматические правила. В статье подчеркивается важность использования формул для объяснения различных грамматических структур английского языка и рассматривается, как такой подход может повысить результаты обучения студентов.

Ключевые слов: грамматика, формулы, системный, правила, английская грамматика, результаты обучения, традиционные методы обучения

English grammar is often difficult for language learners due to its many rules and exceptions. However, modern technologies, especially artificial intelligence (AI), help to simplify the learning process and make it more effective. In this article, we will consider how AI can improve the acquisition of English grammar.

Personalized approach

AI algorithms analyze the student's level of knowledge and offer individual exercises. For example:

Apps such as Grammarly and QuillBot not only correct errors, but also explain the rules, helping the user to avoid them in the future.

Platforms using AI adapt tasks depending on the level and common mistakes of the student.

Improving writing

Modern AI-based tools help analyze and correct grammatical errors in texts. They:

Check the correctness of verb tense, sentence structure, and punctuation.

Suggest improvements in style and clarity of presentation.

Teach students based on their mistakes, giving personalized recommendations.[3]

Interactive learning

AI makes learning grammar interactive and interesting:

Chatbots like ChatGPT can answer questions and explain grammar rules in real time.

Game apps with elements of artificial intelligence motivate users to take tests and consolidate knowledge.

Virtual tutors conduct grammar exercises in the form of dialogues, helping the student learn in practice.

Listening and speech correction

AI technologies not only improve understanding of grammar in writing, but also help in speaking practice:

Voice assistants like Siri and Google Assistant correct grammatical errors in the user's speech.

Speech recognition programs analyze the grammatical correctness of oral answers and provide feedback.

AI is becoming an indispensable assistant in learning English grammar. It makes the learning process more accessible, personalized and effective. Thanks to technologies such as proofreaders, chatbots, and voice assistants, students can learn grammar rules faster and apply them in practice. In the future, AI will continue to improve, opening up new possibilities for language learning.[1]

English grammar consists of many rules and structures that can be challenging for language learners. Traditional teaching methods often rely on theoretical explanations, which does not always enable students to fully understand and apply grammatical rules. To solve this problem, teaching grammar through formulas is an effective approach. Formulas simplify complex grammatical concepts into clear and understandable structures that are easily grasped by students. This approach plays a key role in improving students' ability to use grammar effectively in both written and spoken language.[2]

Basic English Grammar Structures and Formulas

1. Sentence Structure (SVO formula)

The basic sentence structure in English usually follows the Subject + Verb + Object (SVO) formula. This is the basis of most sentences in English. For example: “She (subject) reads (verb) books (object).” This formula helps students understand basic sentence structure and apply it to their own speech and writing.

2. Verb Tenses

Verb tenses are one of the most difficult topics in English grammar. Each tense has its own formula, which helps students use the appropriate verb forms correctly in different contexts.

- Present Simple:
  Formula: Subject + Verb (base form) + Object
  Example: “She eats an apple.”
- Past Simple tense (Past Simple):
  Formula: Subject + Verb (past form) + Object
  Example: “She ate an apple.”
- Future Simple tense (Future Simple):
  Formula: Subject + will + Verb (base form) + Object
  Example: “She will eat an apple.”
- The Present Continuous tense (Present Continuous):
  Formula: Subject + am/is/are + Verb-ing + Object
  Example: “She is eating an apple.”
- Present Perfect (Present Perfect):
  Formula: Subject + has/have + Verb (past participle) + Object
  Example: “She has eaten an apple.”
- Past Perfect (Past Perfect):
  Formula: Subject + had + Verb (past participle) + Object
  Example: “She had eaten an apple.”[1]

3. Question and negative sentences

Formulas are also used to construct question and negative sentences in English.

- Yes/no questions:
  Formula: Auxiliary verb + Subject + Main verb + Object
  Example: “Do you like pizza?”
- WH-questions:
  Formula: WH-word + Auxiliary verb + Subject + Main verb + Object
  Example: “What do you like?”
- Negative sentences:
  Formula: Subject + Auxiliary verb + not + Main verb + Object
  Example: “She does not like pizza.”

4. Conditional sentences

Conditional sentences express hypothetical situations. There are several types of conditional sentences, each with its own formula.

- Null Conditional:
  Formula: If + Present Simple, Present Simple
  Example: “If you heat water, it boils.”
- First Conditional:
  Formula: If + Present Simple, will + Verb
  Example: “If it rains, I will stay home.”
- Second conditional:
  Formula: If + Past Simple, would + Verb
  Example: “If I were rich, I would travel the world.”
- Third conditional:
  Formula: If + Past Perfect, would have + Past Participle
  Example: “If I had studied, I would have passed the test.”[2]

3. Practical Application

Learning grammar through formulas goes beyond theory; it emphasizes practical application. Formulas help students construct grammatically correct sentences and apply the rules in everyday communication. For example, the formula “Subject + Verb (base form) + Object” allows students to make simple English sentences that can be used in real conversations.

4. Study in Authentic Contexts

In addition to providing a logical structure for grammar instruction, formulas can be applied in authentic contexts. The inclusion of real texts and examples helps students see how grammatical structures are used in real communication. This hands-on approach reinforces the learning process and helps students become more confident in applying grammar.[4]

Conclusion

Teaching English grammar through formulas is an effective approach that simplifies the learning process and improves understanding of grammar rules. By using formulas, students can learn complex structures more easily, memorize them better, and apply them in real communication. In addition, this approach makes the learning process more fun, which ultimately improves students' language skills. Integrating grammar formulas into the teaching process can create a more systematic and effective learning environment for students at all levels.

In the future, teaching English grammar using formulas is likely to become a widespread method, which will open up new opportunities for integrating innovative tools and technologies into grammar teaching. This approach will continue to play an important role in improving students' language skills and increasing their motivation to learn the language effectively.

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УДК 373.3:811.111

ARTIFICIAL INTELLIGENCE IN PRIMARY EDUCATION: NEW OPPORTUNITIES IN TEACHING

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Түйіндеме

Мақалада бастауыш мектепте жасанды интеллектің (ЖИ) білім беру процесіндегі рөлі талданады. ЖИ жеке оқу бағдарламаларын құру, интерактивті оқыту әдістерін енгізу және мұғалімдерге көмек көрсету арқылы білім сапасын арттыруға ықпал етеді.

Резюме

В статье анализируется роль искусственного интеллекта (ИИ) в образовательном процессе начальной школы. ИИ способствует созданию индивидуальных учебных программ, внедрению интерактивных методов обучения и поддержке учителей, что повышает качество образования

"Knowledge is the light of life", says an old Kazakh proverb, emphasizing the importance of education for human development. In the 21st century, the rapid advancement of technology has significantly transformed the education system. One of the most revolutionary innovations in this field is AI, which plays a key role in enhancing the learning process in schools.

Artificial Intelligence is the ability of computer systems to perform tasks that are characteristic of human intelligence. These systems can analyze data, make decisions, learn independently, and execute logical operations.AI can be categorized into three main types based on its capabilities:

1. Narrow AI (Weak AI): Specialized in performing specific tasks. Examples: voice recognition, image processing, playing chess. Siri, Google Assistant, and ChatGPT fall under this category.

2. General AI (Strong AI): Equivalent to human intelligence. Can learn and make decisions across different domains. This type of AI has not yet been fully developed.

3. Super AI: An intelligence far superior to human intelligence. Currently, it remains a theoretical concept.

AI is already playing a crucial role in various fields. In healthcare, AI-driven algorithms can detect diseases earlier than human doctors, potently saving lives. In education, AI provides personalized learning experiences, allowing students to learn at their own pace. Autonomous vehicles, developed by companies like Tesla, are improving road safety by reducing human errors. AI is even revolutionizing art and music, generating creative works that challenge our understanding of originality.

AI is divided into several key branches:

1. Machine Learning (ML) – a method that allows computers to learn from data independently.

2. Deep Learning (DL) – processing information through algorithms modeled after the neural networks of the human brain.

3. Neural Networks – interconnected computing elements designed to solve complex tasks.

4. Computer Vision – enabling machines to recognize and understand images and videos.

5. Natural Language Processing (NLP) – allowing computers to understand and interact with human language.

AI is widely used in various fields:

- Medicine: early disease detection, medical diagnostics, drug development.
- Education: personalized learning systems, virtual teachers, automated testing.
- Transportation: autonomous vehicles (Tesla, Waymo), intelligent traffic management systems.
- Manufacturing: robotics, industrial automation, product quality control.
- Finance: fraud detection, investment advising, algorithmic trading.
- Cybersecurity: detecting malware, predicting network threats.

The great philosopher Al-Farabi once said, “A person should first be taught morality, not just knowledge. Knowledge without morality can be humanity’s greatest enemy”. AI not only provides information but also helps shape students cognitive abilities and improve the quality of education. In primary schools, AI-based tools can foster children’s curiosity and make learning more engaging and effective.

Kazakh poet and philosopher Abai Kunanbaiuly once said, “Hold wisdom, strength, and heart together – only then will you be truly complete”. Applying this philosophy to modern education, AI helps students develop both logical and creative thinking while making learning more accessible and personalized.

Every child is unique, with different learning speeds and styles. AI can analyze individual learning abilities and create personalized study programs that adapt to each student’s strengths and weaknesses.

Abai also said, “Believe in yourself, and you will achieve success through both intellect and effort”. AI supports this idea by enabling students to take control of their own learning process. Examples:

- Google Classroom, Khan Academy Kids – provides personalized assignments based on students knowledge levels.
- Smart Sparrow – an adaptive learning system that adjusts lessons according to student progress.

Interactive Learning and Gamification

To keep students engaged, AI integrates game-based learning elements such as quizzes, challenges, and interactive exercises. This aligns with Shakarim Kudaibergenuly’s belief

that “A person without knowledge is like a blind wanderer”. Examples:

- Duolingo – an AI-powered language learning app with interactive features.
- Kahoot! – an educational platform that makes learning fun through quizzes and games.

Assisting Teachers and Automating Assessment

AI reduces teachers workload by grading assignments, analyzing student progress, and providing real-time feedback. Examples:

- Turnitin – detects plagiarism in student essays and assignments.
- Grammarly – helps correct grammar and spelling mistakes.

Kazakh poet Bukhar Zhurau said, “For the educated, the world is bright; for the uneducated, life is dark”. AI serves as a tool to illuminate the path of knowledge for future generations.

Advantages and limitations of AI in Primary Education

While AI significantly improves learning processes in primary schools, it also comes with certain limitations.

Advantages - famous Kazakh educator Ybyray Altinsarin once stated, “What we need is true knowledge – knowledge that is easy to learn and understand”. AI enhances learning by making education more effective and accessible.

- Personalized learning – tailored education based on individual student needs.
- Teacher assistance – automates grading, lesson planning, and administrative tasks.
- Engagement and interactivity – makes lessons more exciting and dynamic.
- Accessibility – supports inclusive education for students with special needs.

Limitations - despite its benefits, AI has some drawbacks.

- Cannot replace teachers – AI is a tool, but human interaction remains essential in education.
- Technological dependence – some schools lack the necessary infrastructure for AI-based learning.
- Data privacy concerns – protecting students personal information is a key challenge.

As Abai Kunanbaiuly wisely said, “Do not boast without knowledge”. While AI enhances education, it should not overshadow the role of teachers and traditional learning methods.

Opinions of Teachers and Parents on AI in Education

The integration of artificial intelligence in primary education has sparked mixed reactions among teachers and parents. While some view AI as a valuable tool that enhances learning, others express concerns about its potential drawbacks.

Many educators appreciate AI for its ability to personalize learning, automate administrative tasks, and provide real-time feedback. According to a 2023 survey by the international Society for Technology in Education(ISTE), 72% of teachers believe AI helps identify students’ weaknesses and adjust teaching methods accordingly. However, some teachers worry that excessive reliance on AI could reduce their role in the classroom. They emphasize that AI should support, not replace, traditional teaching methods.

Parents also have differing opinions on AI in education. Some see it as a great opportunity to enhance their children’s learning experience by offering personalized study plans and interactive lessons. However, concerns about data privacy and screen time remain significant. A study conducted by UNESCO in 2022 found that 65% of parents fear that AI might limit their child’s social interactions and emotional development.

Despite these concerns, most teachers and parents agree that AI can be beneficial when used responsibly. The key is to maintain a balance between technology and traditional education, ensuring that human interaction remains a fundamental part of learning.

The Future of AI Primary Schools

The development of AI brings new opportunities for education. As Akhmet Baitursynuly said, “A school is a place that serves the people”. AI-powered learning tools will make schools more efficient and future-ready. Possible Future Advancements:

- Smart textbooks – AI powered digital books that answer student queries.

- Virtual teachers – automated AI-based tutors for personalized education.
- Predictive assessment systems – AI-driven tools that analyze student progress and suggest improvement strategies.

"A knowledgeable person is worth a thousand warriors", says a Kazakh proverb. AI is a powerful tool for improving education, particularly in primary schools, where personalized learning and interactive teaching methods are crucial. However, technology should complement, not replace, human educators.

As Shakarim Kudaibergenuly stated, "To live a good life, one needs three qualities: honest labor, perfect intellect, and a pure heart". While AI continues to transform education, its use must be aligned with ethical principles and human values.

AI is a valuable assistant in education, but the key to true knowledge remains in human hands!

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ӘОК 811.98

ЖАСАНДЫ ИНТЕЛЛЕКТ ЖӘНЕ АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ЖАҢА МҮМКІНДІКТЕР

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Резюме

В данной статье рассматривается использование современных информационных технологий в обучении английскому языку. Обсуждается, как использование информационных технологий и цифровых инструментов может сделать процесс обучения более эффективным. В статье рассматриваются возможности использования различных электронных ресурсов, онлайн-платформ и мобильных приложений на уроках английского языка, повышение мотивации учащихся, развитие языковых навыков и обновление методов обучения. Также даются рекомендации для учителей по эффективному использованию информационных технологий.

Ключевые слова: информационные технологии, английский язык, цифровые инструменты, онлайн-платформы, процесс обучения, языковые навыки, современные методы.

Summary

This article explores the use of modern information technologies in teaching English. It discusses how the use of information technologies and digital tools can make the teaching process more efficient. The article addresses the possibilities of using various electronic resources, online platforms, and mobile applications in English language lessons, the enhancement of student motivation, the development of language skills, and the renewal of teaching methods. Additionally, recommendations for teachers on how to effectively utilize information technologies are provided.

Keywords: information technologies, English language, digital tools, online platforms, teaching process, language skills, modern methods.

Қазіргі қоғамда шетел тілдерінің рөлі барған сайын артып келеді. Шетел тілін білу жастарға әлемдік мәдениетке қосылуға, ғаламдық интернет желісінің кең ауқымды ресурстарын өз іс-әрекеттерінде пайдалануға, сондай-ақ ақпараттық және коммуникациялық технологиялар мен мультимедиялық оқу құралдарымен жұмыс істеуге мүмкіндік береді. Ақпараттық және

коммуникациялық технологиялар (АКТ) – бұл ақпаратты өңдеудің түрлі құрылғыларын, механизмдерін, әдістері мен алгоритмдерін сипаттайтын жиынтық ұғым.

Шетел тілін оқытудың мақсаты – бұл оқушылардың коммуникативтік қызметі, яғни шетел тілін практикалық меңгеру. Мұғалімнің міндеттері – әр оқушының оқу барысында белсенділігін арттыру, олардың шығармашылық белсенділігіне жағдай жасау.

Қазіргі уақытта компьютер өте маңызды және тәуелсіз құрал болып табылады. Көптеген балалар мен ересектер оны тек компьютерлік ойындар ойнау үшін пайдаланады. Бірақ, бақытымызға орай, оны дұрыс қолданғандар да көп. Мысалы, ол оқуда көмек береді. Осындай көмекші құралдың қолда болуы өте ыңғайлы, өйткені үйден шықпай-ақ рефераттар, баяндама жазу сияқты барлық қажетті жұмыстарды орындауға болады. Сонымен қатар, компьютер шетел тілін үйренуде де көмек бере алады. Себебі, ағылшын тілін үйренуге арналған дискілер, электронды оқулықтар, мультимедиялық оқу бағдарламалары сияқты көптеген құралдар бар [1].

Осыған орай, менің жұмысымның мақсаты – компьютер мен бағдарламалық қамтамасыз етудің ағылшын тілін табысты меңгерудегі рөлін ашу. Бұл мақсатты жүзеге асыру үшін келесі міндеттерді шешу қажет:

1. компьютердің шетел тілдерін оқытудың қазіргі коммуникативтік технологияларындағы рөлін көрсету,
2. компьютер мен бағдарламалық қамтамасыз етудің ағылшын тілін табысты меңгеруде қолданылу түрлерін, интернет ресурстарын пайдалану, ағылшын тілі бойынша компьютерлік презентациялар жасау мүмкіндіктерін көрсету.

Компьютердің шетел тілдерін оқытудың қазіргі коммуникативтік технологиясындағы рөлі. Компьютер оқушылардың қызметін сапалы түрде бақылауға мүмкіндік береді, бұл оқу процесін басқаруда икемділік тудырады. Мұғалімнің рөлі де осы жерде өте маңызды. Ол сабақты жүргізуге қажетті компьютерлік бағдарламаларды, дидактикалық материалдарды және жеке тапсырмаларды таңдайды, оқушыларға жұмыс барысында көмек көрсетеді, олардың білімін бағалайды. Шетел тілі пәнінің ерекшелігі компьютерді сабақта тиімді және орынды қолдануды қажет етеді. Шетел тілін оқытудың негізгі құрамдас бөлігі – сөйлеу әрекетінің әртүрлі түрлерін үйрету: сөйлеу, тыңдау, оқу, жазу. Оқытушы компьютерлік бағдарлама – оқушының өзіндік жұмысын ұйымдастыратын тренажер, оны басқаратын құрал ретінде жұмыс істейді, сондай-ақ оқушылар өз білімдерін қалыптастыруға мүмкіндік беретін жағдайлар жасайды, бұл өз кезегінде маңызды, себебі дайын күйде алынған білімдер олардың санасынан өтіп кетуі мүмкін және есте сақталмауы ықтимал. Компьютерді ағылшын тілі сабағында қолдану – уақыт талабынан туындаған қажеттілік.

Қазіргі уақытта барлық мектептерде оқушыларға шетел тілдерін ерте үйрету қолға алынған. Көп жағдайда ағылшын тілінің сабағында оқушыларды түрлі тақырыптарға ауызша сөйлеуге тарту қызықты болмай жатады. Ал компьютерді қолдану арқылы бұл мәселе шешіледі, себебі сабағымыздағы қажетті көрнекілік пен жағдайлар мониторахта нақты бейнеленеді – «суреттер» қозғалып, ағылшынша сөйлейді, сұрақтар қояды және т.с.с. Кейбір мұғалімдер: «Бұл жағдайда сабақ шығармашылық жұмыс болып емес, ойынға айналып кетпей ме?» деп сұрауы мүмкін [2]. Жоқ, өйткені компьютермен жұмыс кезінде жақсы баға алу үшін оқушы шығармашылық тұрғыдан жұмыс істеуге мәжбүр болады. Оған бәрі қуанышпен жасалады, ал мұғалімге қажетті электрондық оқулықтарды сатып алып, олар бойынша қажетті жағдайларды жинақтап, қосымша сұрақтар мен мәтіндерді басып шығарып, оларды барлық компьютерлерге көшіру керек болады. Бұл үлкен еңбек, бірақ өзін ақтайды. Оқу қуанышы – бұл компьютерді сабақта қолданудың нәтижесі. Ал бұл, өз кезегінде, ойлау қабілетінің дамуына әкеліп, сөйлеу дағдыларының дамуына ықпал етеді [3].

Әр оқушының танымдық қызметке бағытталған ішкі мотивациясы бар. Мұғалімнің міндеті – осы мотивацияны дамытуға барынша көмектесу, оның сөгілуіне жол бермеу.

Қазіргі уақытта түрлі мультимедиялық оқулықтар қол жетімді, онда әртүрлі жастағы және білім деңгейіндегі оқушыларға арналған көптеген жаттығулар бар.

Интернет-ресурстар мен компьютерлік презентацияларды ағылшын тілі сабағында қолдану. Қазіргі уақытта Интернеттің ақпараттық мүмкіндіктері мен қызметтері кеңінен түсініледі. Интернет шетел тілін үйренушілер үшін аутентичті мәтіндермен жұмыс істеу, тілдің тумаларына құлақ салу және қарым-қатынас жасау мүмкіндігін береді.

Интернет ресурстарын пайдаланудың мақсаттарын анықтау маңызды. Мысалы:

1) сабақтың мазмұнына желіден материалдарды енгізу,
2) оқушылардың жобамен жұмыс кезінде ақпаратты өздігінен іздеуіне мүмкіндік беру.
3) интернеттің ақпараттық ресурстарын пайдалану, оларды оқу процесіне интеграциялау арқылы сабақта келесі дидактикалық міндеттерді шешуге болады:

4) оқушылардың оқу дағдыларын қалыптастыру, түрлі деңгейдегі қиындықтағы интернет материалдарын пайдалану арқылы,

5) аутентичті дыбыстық мәтіндер негізінде тыңдау дағдыларын жетілдіру, мұғалім дайындаған мәтіндер,

6) монологтық және диалогтық сөйлеу дағдыларын жетілдіру, интернет материалдарын талқылау арқылы,

7) сөздік қорды толықтыру, қазіргі заманғы шетел тілінің лексикасымен танысу, соның ішінде белгілі бір мәдениет, әлеуметтік және саяси жүйе туралы ақпарат,

8) құрылымдар мен халықтың мәдениеті, салт-дәстүрлері туралы мәліметтер алу.

Білім беру жүйесінің жаңғыруы ақпараттық технологияларды барлық салаларға енгізуді талап етеді. Ақпараттық технологияларды қолдану оқушылардың дәстүрлі оқу іс-әрекеттерінің жаңа формалары мен мазмұнының дамуына серпін береді, бұл олардың тиімді түрде іске асуына мүмкіндік жасайды. Компьютермен жұмыс дұрыс ұйымдастырылған жағдайда, ол мектеп оқушыларының танымдық және коммуникативтік қызығушылығын арттыруға септігін тигізеді. Ал бұл өз кезегінде оқушылардың ағылшын тілін меңгерудегі өзіндік жұмыстарының белсенділігін арттырады, тек сабақ барысында ғана емес, қосымша уақытында да.

Ақпараттық технологиялар қазіргі заманғы білім берудің негізі болып табылады, әсіресе шетел тілдерін оқытуда олардың рөлі зор. Ақпараттық құралдар мен сандық технологиялар оқытушылар мен оқушылар үшін жаңа мүмкіндіктер ашып, оқыту әдістерін жаңартады. Мысалы, мультимедиялық бағдарламалар мен электронды оқулықтар арқылы оқушылар тек теорияны ғана емес, практикалық дағдыларды да меңгере алады. Бұл әдістер оқушылардың тіл үйрену үдерісін жеңілдетіп, қызықты әрі тиімді етеді. Оқушыларға ағылшын тіліндегі мәтіндерді тыңдауға, видео материалдарды көруге және өздері сөйлейтін дағдыларын дамытуға мүмкіндік береді.

Сондай-ақ, ақпараттық технологиялар білім беруді дифференциациялауға және жеке тұлғаға бағытталған оқу үдерісін қамтамасыз етуге мүмкіндік береді. Әрбір оқушы өзінің жеке қажеттіліктері мен қызығушылықтарына сәйкес материалды таңдап, өз қарқынымен жұмыс істей алады. Мысалы, кейбір оқушылар интернет-ресурстардан өздеріне қажет ақпаратты іздеуге мүмкіндік алады, ал басқалары мобильді қосымшалар мен ойындар арқылы ағылшын тіліндегі тапсырмаларды орындап, олардың қызығушылығын арттырады. Бұл оқушылардың өз білімін жетілдіруге деген ынтасын оятады және олардың өздігінен оқу қабілеттерін дамытуға ықпал етеді.

Ақпараттық технологиялар тек оқушылар үшін ғана емес, мұғалімдер үшін де пайдалы. Мұғалімдер сабақтарда түрлі мультимедиялық құралдарды пайдалану арқылы оқушыларды белсенді түрде сабаққа қатысуға, топтық жұмыстарға, пікірталастарға және зерттеу жұмыстарына тартуға мүмкіндік алады. Бұл өз кезегінде оқушылардың ағылшын тілін үйренуге деген қызығушылығын арттырады және оларды шығармашылық ойлауға, сыни тұрғыдан шешім қабылдауға баулиды.

Қорыта айтқанда, ақпараттық технологияларды ағылшын тілін оқытуда тиімді пайдалану оқушылардың танымдық қызығушылығын арттырып, тілдік дағдыларын дамытуға зор үлес қосады. Сонымен қатар, бұл әдіс оқушылардың өзіндік жұмысын ұйымдастыруға, оларды қызықтырып, мотивациясын арттыруға мүмкіндік береді. Білім беру процесіндегі ақпараттық технологиялардың рөлі мен маңызы күннен күнге өсіп, білім сапасын көтеруге бағытталған жаңа мүмкіндіктерді ұсынады.

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UDC 811.98

LINGUISTIC AND DIDACTIC ASPECTS OF TEACHING TEXTS IN A FOREIGN LANGUAGE WITH THE INTEGRATION OF ARTIFICIAL INTELLIGENCE

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Түйіндеме

Мақалада педагогикалық дискурстың әлеуметтендіру мақсатындағы рөлі қарастырылады. Оқу мәтіндерінің типологиясы мен олардың әлеуметтік саладағы функциялары туралы айтылып, жасанды интеллект (ИИ) технологияларының тиімділігі талданады. Қазіргі уақытта ИИ, әсіресе табиғи тілдерді өңдеу (NLP) және бейімделген оқыту платформалары арқылы оқу мәтіндері тереңірек талданып, студенттердің мәдениетке деген көзқарасы мен түсініктері кеңейеді. ИИ оқу процесінде студенттерге өздігінен бақылау дағдыларын дамытуда көмек көрсетіп, олардың қарым-қатынас дағдыларын тиімді жетілдіреді. Бұл әдіс студенттерді тек тіл үйренуге емес, сонымен қатар қоғамның құндылықтары мен нормаларын түсініп, оларды іс жүзінде қолдануға үйретеді.

Кілт сөздер: әлеуметтену, дидактикалық мәтін, қарым-қатынас саласы, мәдениет, жасанды интеллект, табиғи тілдерді өңдеу.

Резюме

В статье рассматривается роль педагогического дискурса в процессе социализации, а также типология учебных текстов и их функции в социальных сферах. Также анализируется эффективность применения технологий искусственного интеллекта (ИИ). В настоящее время ИИ, в частности, обработка естественного языка (NLP) и адаптивные платформы обучения, позволяют более глубоко анализировать учебные материалы и расширять культурные горизонты студентов. ИИ помогает студентам развивать навыки самоконтроля и улучшать их коммуникативные способности. Этот подход учит студентов не только овладевать языком, но и понимать ценности и нормы общества, а также применять их на практике.

Ключевые слова: социализация, дидактический текст, сфера общения, культура, искусственный интеллект, обработка естественного языка.

The linguistic and didactic aspects of teaching foreign language texts are critical in facilitating effective language acquisition. Traditionally, foreign language teaching has focused on understanding grammar, vocabulary, and pronunciation through conventional methods such as textbooks and direct instruction. However, the advent of Artificial Intelligence (AI) has introduced new ways to enhance these traditional methods, offering personalized and dynamic learning experiences.

AI technologies, such as Natural Language Processing (NLP), speech recognition, and adaptive learning systems, provide more targeted and interactive ways to teach and understand foreign language texts. For example, NLP algorithms can analyze texts to highlight essential linguistic features like syntax, semantics, and vocabulary, offering students real-time feedback. Similarly, speech recognition tools allow learners to practice pronunciation and intonation, providing instant corrections and encouraging more accurate language production. Didactically, AI enables educators to develop more tailored learning paths for students, adapting materials to suit different learning styles and proficiency levels. AI-powered platforms can analyze students' learning patterns and suggest appropriate texts, exercises, and even contextualized content, making the study of foreign language texts more engaging and efficient. Furthermore, AI-driven systems allow for continuous assessment, ensuring that learners receive the support they need in real time, thus promoting active learning and enhancing retention of linguistic features.

Integrating AI into the teaching of foreign language texts significantly enriches the linguistic and didactic strategies used in the classroom, providing a more personalized, interactive, and effective learning experience.

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

largely on themselves and their personal qualities. The teacher and the student are participants in the pedagogical discourse.

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

Communication strategies proposed by Biryukova M.S: explaining, evaluating, controlling, facilitating, organizing. Explanatory – intentions of a consistent nature, aimed at communicating to the individual opinions and knowledge about reality. Through the evaluation strategy, the significance of the teacher in society, his status and role are expressed, which is realized in the right of the teacher to evaluate the circumstances, events and characters discussed in the learning process, to evaluate the student's achievements. The controlling strategy is a multidimensional installation. It involves the acquisition of objective information, the development of skills, the study and adoption of a value system. This feedback interaction is expressed in checking readiness to receive new information, in monitoring understanding during explanations and after presenting new information.

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

1) etiquette norms;

2) order;

3) statements in the form of training or games in classes – classroom and extracurricular.

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

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

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

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

The text is a universal didactic unit that makes it possible to merge two key vectors: mastery

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

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

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

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

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

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

1) Establishing general constructive criteria:

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

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

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

d) a communication channel typical for this communication situation;

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

3) highlighting text based on genre:

a) detailing pragmatic and communicative factors;

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

c) identifying a genre stereotype.

Teachers pay special attention to the functional-stylistic criterion, since the use of stylistic coloring of vocabulary provides significant opportunities for its use in different functional styles,

the possibility of variations in texts or statements (in written and oral form), taking into account the type of reader and opponent of speech interaction.

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

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

1. taking into account the needs and interests of students;
2. determining the volume of printed text;
3. choosing a topic for printed text;
4. identifying the problem of the text;
5. identifying the key idea of the printed text;
6. determination of the degree of authenticity;
7. selection of tasks and exercises;
8. designation of stages of work on printed text.

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

1) cognitive and communicative interests, interests of students;

2) the level of complexity of the printed text, taking into account the speech and language experience of students;

3) the content of the information presented in printed texts according to the age specificity of students.

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

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

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UDC 811.98

DIDACTIC GAMES AND THEIR USE IN ENGLISH LESSONS: INTEGRATING AI FOR ENHANCED LEARNING

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Түйіндеме

Мақалада ағылшын тілін оқытудағы дидактикалық ойындардың маңызы және жасанды интеллектіні (ЖИ) қолдану арқылы оқыту тиімділігін арттыру туралы баяндалған. Дидактикалық ойындар лексика мен грамматиканы белсенді меңгеру процестерінде маңызды рөл атқарады, студенттердің мотивациясы мен қатысуын арттырады. Жасанды интеллект технологиялары, мысалы, сөйлеуді тану және бейімделген оқу, дидактикалық ойындармен біріктірілгенде, оларды одан әрі жеке тұлғаға бағытталған әрі тиімді етеді, оқушының деңгейіне сәйкес нақты кері байланыс пен тапсырмалар береді. Бұл жаңа материалды тереңірек түсінуге және қолдануға ықпал етеді, әсіресе қашықтықтан және аралас оқыту жағдайында. Мақалада ЖИ технологияларын білім беру процестеріне интеграциялау арқылы шет тілдерін оқытудағы нәтижелерді жақсартудың маңызы атап өтілген.

Кілт сөздер: дидактикалық ойындар, жасанды интеллект, ағылшын тілін оқыту, ойын әдісі, персонализация, бейімделген оқу, сөйлеуді тану, кері байланыс, мотивация, білім беру технологиялары.

Резюме

В статье рассматривается использование дидактических игр в обучении английскому языку с акцентом на использование искусственного интеллекта (ИИ) для повышения эффективности обучения. Дидактические игры играют важную роль в процессах активного освоения лексики и грамматики, улучшая мотивацию и вовлеченность студентов. В сочетании с технологиями ИИ, такими как распознавание речи и адаптивное обучение, дидактические игры могут быть еще более персонализированными и эффективными, предоставляя мгновенную обратную связь и индивидуальные задания в зависимости от уровня ученика. Это способствует более глубокому пониманию и применению нового материала, особенно в условиях дистанционного и гибридного обучения. В статье подчеркивается важность интеграции ИИ в образовательные процессы для достижения лучших результатов в обучении иностранным языкам.

Ключевые слова: дидактические игры, искусственный интеллект, обучение английскому языку, игровое обучение, персонализация, адаптивное обучение, распознавание речи, обратная связь, мотивация, технологии в образовании.

Didactic games have long been recognized as effective tools in language teaching, as they engage students in interactive learning, making the process both enjoyable and productive. These games are designed not only to reinforce vocabulary and grammar but also to improve communication skills, foster collaboration, and encourage critical thinking. When integrated into English lessons, didactic games can transform mundane language exercises into dynamic and immersive experiences.

With the rapid advancements in Artificial Intelligence (AI), its integration into language teaching offers significant opportunities for enhancing the effectiveness of didactic games. AI-powered tools, such as intelligent tutoring systems, speech recognition software, and adaptive learning platforms, can personalize game-based learning experiences for each student, ensuring that the content is tailored to their individual level of proficiency and learning style.

1. Personalization: AI can adapt the difficulty and complexity of didactic games in real-time, offering personalized challenges based on the learner’s performance. For example, in vocabulary-building games, the AI system can track a student’s progress and adjust the level of difficulty accordingly, introducing new words only when the student has mastered the current ones. This ensures that students remain engaged and challenged without feeling overwhelmed.
2. Instant Feedback: AI-driven tools provide immediate feedback on students' performance

during didactic games. In a vocabulary-based game, for instance, if a student incorrectly identifies a word or uses it in the wrong context, the AI can offer corrective feedback, explain the mistake, and provide a hint for improvement. This real-time feedback enhances learning and encourages students to practice more frequently.

3. Speech Recognition: In pronunciation and speaking exercises, AI-powered speech recognition tools allow students to practice their speaking skills while playing games. The system can evaluate the accuracy of pronunciation, intonation, and fluency, offering suggestions for improvement. For example, an AI-powered game could simulate real-world conversations, allowing students to practice dialogue with virtual characters while receiving real-time feedback on their pronunciation and grammar.

4. Gamification and Motivation: AI can take gamification to the next level by incorporating features like adaptive scoring, leaderboards, and rewards. Students are motivated to perform well and progress through levels, while AI ensures that they are learning effectively by continuously adjusting the game to their needs. This gamified experience promotes active participation and helps students remain engaged in the learning process.

5. Data-Driven Insights: AI can collect and analyze data on student performance, identifying strengths and weaknesses in language learning. This information can be used by educators to adjust lesson plans, personalize instruction, and ensure that students are receiving the support they need to succeed.

In conclusion, the integration of AI into didactic games offers exciting new possibilities for enhancing English lessons. By providing personalized learning experiences, real-time feedback, and opportunities for engaging practice, AI can help students develop their language skills more effectively and efficiently. As AI continues to evolve, it will undoubtedly play an increasingly important role in shaping the future of language education, particularly in the context of interactive and game-based learning.

The profound transformations taking place in society in all aspects of material and spiritual life have posed the problem of preparing qualitatively new, highly educated, creatively thinking, competent people with cultural knowledge, capable of psychologically and functionally engaging in independent life. When defining the goals of classes, the personal interests of schoolchildren and their individual characteristics are necessarily taken into account. For greater effectiveness of training, an individual approach to students is necessary , which encourages them to be more independent and active. English has now acquired the status of a language of global communication. And I, as a teacher of this discipline, see my task in the linguistic and social adaptation of students to modern conditions. Thus, the main goal of teaching a foreign language is the development of communication skills. But communication, in turn, requires motivation. It is clear that it is impossible to force a person to communicate freely in a foreign language in a formal way. It is important to create such conditions that communication becomes necessary, not to obtain a grade, but simply because language communication has become a need for him [1].

And for this it is necessary to transform each individual student from a passive observer into an active and creative participant in the learning process. As is known, childhood is inseparable from play. Play is the most accessible and interesting type of activity for children, a way of assimilating impressions received from the surrounding world. Play is a field of activity for a child, in which he or she enters into communication with peers. Children are united by a common goal, joint efforts to achieve it, common experiences. Play provides an opportunity for imperceptible assimilation of language material, and along with this, a feeling of satisfaction arises, self-esteem and motivation increase. From the point of view of verbal material, play is nothing more than a speech exercise. Play helps to overcome the so-called “language barrier”, which is, first of all, a psychological problem, and not just a lack of vocabulary or ignorance of grammatical material.

Pedagogical experience shows that there is no universal game suitable for all groups of students. The same game is played differently in different groups, and therefore it needs to be adapted to specific conditions. The game should not be imposed on students, but used only with other methods and means of teaching, especially at the initial stage. Of course, the situations and

exercises used to activate new language material should be varied and have a communicative and playful nature. Language tools should be constantly repeated in new speech situations, stimulating students to practical and conscious use of lexical and grammatical phenomena.

Role-playing in the classroom is a very effective means of teaching, as it involves intensive communication between students, teacher and student, promoting the formation of educational cooperation and partnership. While playing, schoolchildren "immerse themselves" in the situation being played out, which helps them overcome psychological barriers (shyness, lack of confidence, etc.) and assert themselves [2].

During my classes, I set myself the following tasks.

-improving phonetic skills;

-development of monologue and dialogic speech skills of students;

- expansion of students' active vocabulary through the acquisition of passive lexical material;

- students' awareness of the essence of linguistic phenomena of a different system of concepts;

- expanding knowledge about the culture, history, traditions, and customs of the country of the language being studied.

An important stage of work on linguistic phenomena is the systematization of grammatical and lexical knowledge and skills, the nature of which should correspond to the age characteristics of the students. A new linguistic phenomenon can be presented to students in context (a poem, a rhyme, a song, etc.). By repeating a rhyming poem after the teacher, children become familiar with new lexical means, and the teacher encourages students to a conscious and attentive attitude to the English language [3].

For example, often in a lesson on the topic "My Family", you can act out the following poem with elements of role-playing, while including additional attributes: cards with names, toys, jewelry for mom and grandma, glasses for grandpa:

This is my father
This is my mother
This is my brother Paul
How I love them all

Then the students can continue to repeat the poems, naming the names of their family members, using the possessive case of nouns, etc. In this light, the use of an interactive whiteboard or video projector, which enhances the effectiveness of studying certain linguistic phenomena, seems attractive.

The exercises used in the educational process that develop the phonetic skills of students should be primarily of a playful nature and be aimed not only at establishing correct pronunciation, but also at developing the ability to differentiate the meaning -distinctive phonemes of the English language and the main intonation patterns. For example, in this case, you can use the game "What sound did I think of", during which the teacher names a chain of words in which the same sound occurs, and the students guess it: love , but , nut , trunk .

In the context of language acquisition, particularly focusing on the lexical and grammatical aspects of both oral and written speech, integrating play and creativity into the educational process is crucial. Lexical development exercises must not only be designed to enhance vocabulary but should also be embedded in communicative contexts to make the learning process engaging and effective. Additionally, these activities should foster a playful and creative approach to language, making learning both fun and educational.

For example, one creative game that can assist in developing vocabulary according to thematic features is the "Our Class" game. In this activity, each student is given a card with an image of an object related to the theme, such as a table, blackboard, window, or chair. The rest of the students must listen carefully as the teacher names various objects. If the object on their card is mentioned, they show the card to the rest of the group. This game not only reinforces vocabulary retention but also encourages students to pay attention to the details of words and their meanings.

When it comes to grammar instruction, the approach should be focused on learning "from

example to rule," meaning that students should first be exposed to grammatical phenomena in context, use them in practice, and only then organize and systematize the acquired knowledge. A fun example of this is using an interactive game to reinforce grammar structures in the imperative mood. One such game involves Buratino (Pinocchio), a didactic character, who gives commands such as "Stand up!", "Sit down!", "Raise your hands!", and "Clap your hands!" Students must follow these commands, and Buratino can increase the complexity of the commands as students become more proficient. This playful approach helps students practice grammar structures in a fun and memorable way while improving their language skills in context.

Overall, both lexical and grammatical learning can be significantly enhanced by using games and activities that are embedded in real-life contexts, making the learning experience more engaging and effective. Through play, students develop a deeper understanding of language, its structure, and how to use it in communication.

Incorporating play and creativity into language learning is essential for enhancing both lexical and grammatical skills in students. By integrating vocabulary exercises into communicative contexts and using games, students not only reinforce their language skills but also engage in meaningful learning experiences. Activities like the "Our Class" game and the Buratino grammar game make language acquisition more interactive and enjoyable, encouraging students to actively participate and apply their knowledge in real-life contexts.

Moreover, the approach of "from example to rule" in grammar instruction ensures that students first understand and use new structures in context before organizing their knowledge systematically. This method, combined with playful and engaging activities, helps create a more dynamic and effective learning environment.

Ultimately, incorporating such innovative and creative strategies into the teaching process fosters a deeper understanding of language, enhances retention, and encourages students to use language actively and confidently in various situations.

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УДК 811.98

DIALECTS IN THE UNITED STATES AND THE ROLE OF ARTIFICIAL INTELLIGENCE IN THEIR STUDY AND PRESERVATION

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Резюме

В данной статье рассматриваются диалекты английского языка в Соединенных Штатах. Анализируются особенности различных региональных разновидностей, их фонетические, лексические и грамматические отличия. Особое внимание уделяется влиянию истории, культуры и миграционных процессов на формирование американских диалектов. Также обсуждается роль диалектов в социальной и профессиональной коммуникации, их восприятие носителями языка и влияние на стандартизированную версию американского английского.

Ключевые слова: диалекты, английский язык, Соединенные Штаты, региональные разновидности, культура, социальная коммуникация

Түйіндеме

Бұл мақалада Америка Құрама Штаттарындағы ағылшын тілінің диалектілері

қарастырылады. Әртүрлі өңірлік диалектілердің фонетикалық, лексикалық және грамматикалық ерекшеліктері талданады. Сонымен қатар, тарих, мәдениет және көші-қон үдерістерінің американдық диалектілердің қалыптасуына әсері ерекше назарға алынады. Мақалада диалектілердің әлеуметтік және кәсіби коммуникациядағы рөлі, олардың тіл тасымалдаушылары тарапынан қабылдануы және американдық ағылшынның стандартталған нұсқасына ықпалы қарастырылады.

Кілт сөздер:диалектілер, ағылшын тілі, Америка Құрама Штаттары, өңірлік ерекшеліктер, мәдениет, әлеуметтік коммуникация

Dialect is a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from other regional varieties and constituting together with them a single language. Dialects are closely related and most often mutually intelligible, especially if close to one another on the dialect continuum. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class or ethnicity. A dialect that is associated with a particular social class can be termed a socialist, a dialect that is associated with a particular ethnic group can be termed as ethnolect, and a regional dialect may be termed a regiolect. According to this definition, any variety of a given language constitutes "a dialect", including any standard varieties. In this case, the distinction between the "standard language", or the "standard" dialect of a particular language, and the "nonstandard" dialects of the same language is often arbitrary and based on social, political, cultural, or historical considerations. In a similar way, the definition of the terms "language" and "dialect" may also overlap and are often subject to debate, with the differentiation between the two classifications often grounded in arbitrary and/or sociopolitical motives [1].

English is actually an unusual language. Already a blend of early Frisian and Saxon, it absorbed Danish and Norman French, and later added many Latin and Greek technical terms. In the US, Canada, Hawaii, Australia, New Zealand, South Africa, and elsewhere, it absorbed terms for indigenous plants, animals, foodstuffs, clothing, housing, and other items from native and immigrant languages. Despite the fact that most of America speaks one language, there are distinctive sayings that are nearly incomprehensible to people from different parts of the country. In the South, there are phrases like he's as drunk as Cooter Brown"[2]. In the Midwest, you have the multipurpose "You betcha!". These aren't just accents, but genuinely distinct ways of speaking beyond just the way words sound.

A fascinating map from Long Island University's Robert Delaney highlighted by Reid Wilson at The Washington Post shows that the divisions are even more complicated than you might think. "An accent refers only to the way words are pronounced", Delaney writes, "while a dialect has its own grammar, vocabulary, syntax, and common expressions, as well as pronunciation rules that make it unique from other dialects of the same language".

East Coast - The red dots show every U.S. metropolitan area where over 50% non-rhotic speech has been documented among some of that area's local white speakers. Non-rhotic speech may be heard from black speakers throughout the whole country.

Traditionally, the "East Coast" comprises three or four major linguistically distinct regions, each of which possesses English varieties both distinct from each other as well as quite internally diverse: New England, the New York metropolitan area, the Mid-Atlantic states(centering on Philadelphia and Baltimore), and the Southern United States. The only r-dropping (or non-rhotic) regional accents of American English are all spoken along the East Coast, because these areas were in close historical contact with England and imitated prestigious varieties of English at a time when these were undergoing changes in particular, the London prestige of non-rhoticity (or dropping the ⟨r⟩ sound, except before vowels) from the 17th century onwards, which is now widespread throughout most of England. Today, non-rhoticity is confined in the United States to the accents of eastern New England, the former plantation South, New York City, and African American Vernacular English (though the vowel-consonant cluster found in "bird", "work", "hurt", "learn", etc. usually retains its r pronunciation today, even in these non-rhotic accents). Other than these varieties, American accents arerhotic, pronouncing every instance of the ⟨r⟩ sound.

The main features of Southern American English can be traced to the speech of the English from the West Country and Southern England who settled in Virginia after leaving England at the time of the English Civil War. Most older Southern speech along the Eastern seaboard was non-rhotic, though, today, all local Southern dialects are strongly rhotic, defined most recognizably by the /aɪ/ vowel losing its gliding quality and approaching [aː~äː], the initiating event for the Southern Vowel Shift, which includes a "Southern drawl" that makes short front vowels into gliding vowels[3].

Midwest -A distinctive speech pattern also appears near the border between Canada and the United States, centered on the Great Lakes region (but only on the American side). Linguists call this region the "Inland North", as defined by its local vowel shift-occurring in the same region whose "standard Midwestern" speech was the basis for General American in the mid-20th century (though prior to this recent vowel shift). Those not from this area frequently confuse it with the North Midland dialect treated below, referring to both, plus areas to the immediate west of the Great Lakes region, all collectively as "the Midwest": a common but vaguely delineated term for what is now the central or north-central United States. The so-called ' "Minnesotan" dialect is also prevalent in the cultural Upper Midwest, and is characterized by influences from the German and Scandinavian settlers of the region (like "yah" for yes, pronounced similarly to "ja" in German, Norwegian and Swedish). In parts of Pennsylvania and Ohio, another dialect known as Pennsylvania Dutch English is also spoken.

Midland - Between the traditional American "North" and "South" is what linguists have long called the "Midland". This geographically overlaps with some states situated in the lower Midwest. West of the Appalachian Mountains begins the broad zone of modern-day "Midland" speech. This has often been divided into two discrete subdivisions, the "North Midland" that begins north of the Ohio River valley area, and the "South Midland" speech, which to the American ear has a slight trace of the "Southern accent" (especially due to some degree of /aɪ/ glide weakening). Sometimes the former region is designated simply "Midland" and the latter is labelled as "Highland Southern".

West- A generalized Midland speech continues westward until becoming a somewhat internally diverse Western American English that unites the entire western half of the country. This Western dialect is mostly unified by the cot–caught merger and a conservatively backed pronunciation of the long oh sound in goat, toe, show, etc., but a fronted pronunciation of the long oo sound in goose, lose, tune, etc. Western speech itself contains such advanced sub-types as Pacific Northwest English and California English (with the Chicano English accent also being a sub-type primarily of the Western accent), although, in the immediate San Francisco area, some older speakers do not possess the normal Californian cot–caught merger, which reflects a historical Mid-Atlantic heritage.

Other varieties-Although no longer region-specific, African American Vernacular English, which remains prevalent particularly among working- and middle-class African Americans, has a close relationship to Southern varieties of American English and has greatly influenced everyday speech of many Americans, including in areas such as hip hop culture. The same aforementioned socioeconomic groups, but among Hispanic and Latino Americans, have also developed native-speaker varieties of English. The best-studied Latino Englishes are Chicano English, spoken in the West and Midwest, and New York Latino English, spoken in the New York metropolitan area. Additionally, ethnic varieties such as Yeshiva English and "Yinglish" are spoken by some American Jews, and Cajun Vernacular English by some Cajuns in southern Louisiana.

However, people are judged by the way they speak, and dialects carry different levels of social prestige with them based on the prejudices within a society. Generally, the southern dialects of American English carry a lower prestige, at least among northerners who will assume that a person speaking a southern dialect is less intelligent and less educated than they are. Some educated southerners even feel this way and will "correct" their speech to meet northern standards. The New York City dialect carries the lowest prestige of all. For this reason, schools try to rid children of the local dialects they learned from their family and friends in favor of a more prestigious one [4].

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UDC 81’23

INTEGRATING CULTURE AND LANGUAGE: THE LINGUOCULTURAL APPROACH TO FOREIGN LANGUAGE EDUCATION AND THE ROLE OF AI

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Түйін

Мақалада шет тілін үйренудегі лингвомәдени көзқарастың маңызы қарастырылады. Бұл көзқарас оқытылатын тілдегі ана тілінде сөйлейтіндердің ұлттық менталитетінің ерекшеліктерін, сондай-ақ сол тілдің мәдениетіне тән ерекшеліктерді ескере отырып, тіл үйрену процесін қарастырады. Мақалада шет тілін меңгеру тек сөздерді немесе грамматикалық құрылымдарды үйрену ғана емес, сонымен бірге тіл мен мәдениет арасындағы тығыз байланысты түсіну қажеттілігі туралы айтылады. Шетел студенттерінің лингвомәдени құзыреттілігін дамыту олардың басқа мәдениет өкілдерімен дұрыс қарым-қатынас жасай білуін қамтамасыз етеді. Бұл үдерісті оңтайландыруда жасанды интеллект (ИИ) технологияларының рөлі артып келеді. ИИ негізіндегі құралдар шет тілін үйрену барысында мәдениетаралық деңгейде қарым-қатынас жасау қабілеттерін дамытуға ықпал ете алады, мысалы, контекстуализацияланған тіл үйрету бағдарламалары, автоматтандырылған мәдениетаралық тренажерлер және нақты уақыттағы пікірталас жүйелері.

Кілт сөздер: лингвомәдени көзқарас, шет тілін үйрену, мәдениет, ұлттық менталитет, жасанды интеллект, мәдениетаралық қарым-қатынас

Резюме

В статье рассматривается лингвокультурный подход к обучению иностранным языкам, который учитывает особенности национального менталитета носителей изучаемого языка, а также культурные особенности самого языка. Актуальность статьи заключается в том, что формирование лингвокультурной компетенции у иностранных студентов включает не только общие знания о языке и культуре, а также стремление преподавателя научить студентов правильному речевому поведению, но и в возможности межкультурного общения и адекватного взаимодействия с представителями другой культуры. В этой связи, искусственный интеллект (ИИ) играет значительную роль в оптимизации процесса изучения языка и культуры. Использование ИИ-инструментов в обучении помогает улучшить межкультурную коммуникацию, например, с помощью программ, учитывающих культурный контекст, автоматизированных тренажеров для развития межкультурных навыков и систем реального времени для ведения диалогов.

Ключевые слова: лингвокультурный подход, изучение иностранного языка, культура, национальный менталитет, искусственный интеллект, межкультурная коммуникация.

Language and culture are inseparable components of communication. In foreign language education, it is essential to integrate cultural understanding alongside linguistic proficiency to develop a well-rounded ability to communicate in a new language. The linguocultural approach emphasizes the importance of teaching a foreign language within its cultural context, allowing students to understand not just grammar and vocabulary but also the values, customs, and worldviews associated with the language. With the advancements in Artificial Intelligence (AI), the potential to enhance this approach has significantly increased. AI technologies such as natural language processing (NLP), machine learning, and virtual language assistants are revolutionizing how culture is integrated into language education, making the process more interactive, personalized, and immersive.

The integration of culture and language in foreign language education is essential for developing well-rounded communicators. By combining the linguocultural approach with Artificial Intelligence, educators can create more personalized, engaging, and immersive learning experiences for students. AI tools enhance the teaching of both language and culture, allowing learners to experience real-life contexts, understand cultural nuances, and receive instant feedback. As AI technology continues to evolve, it will play an increasingly vital role in bridging the gap between language learning and cultural understanding, making the process more efficient and accessible.

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

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

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

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

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

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

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

The concepts of mentality, which are defined as a linguocognitive category, should be distinguished, since they are represented by a system of linguistic means of expressing the perception of the world, characteristic of an ethnic community, and mentality is a cognitive category, since it represents a stereotypical view of the world. Studying a language based on a linguoculturological approach involves comparing linguistic pictures of the world. Recent research in the methodology of teaching as a foreign language (RFL) is characterized by close attention to the linguistic and cultural competence of foreign students. The need to develop such competence poses new challenges for teachers and requires them to have a new understanding of the goals of teaching. The importance of the linguocultural aspect in teaching RFL is indisputable, since communicative and speech errors, as well as errors of a sociocultural nature, are all the result of ignorance of the national and cultural characteristics of the language. The relevance of this approach lies in the fact that the creation of linguocultural competence of foreign students means not only general knowledge of the language and culture or simply the teacher’s intention to lead foreign students to mastering exemplary speech, as well as to proficiency in a foreign language for communication at the intercultural level and the ability to adequately interact with representatives of culture [2].

The range of opinions on this issue has shown that linguocultural competence is a set of special skills necessary for practical work, a system of knowledge about culture embodied in a given national language. In other words, a foreign student must develop the ability to recognize and adequately perceive and correlate the semantic content of a linguistic sign from the point of view of the associative-figurative motivation for choosing a word through the prism of the values and

attitudes of his own national culture. Recently, modern scientific methodology, while clarifying the linguistic foundations of teaching RFL, primarily takes into account the cognitive-pragmatic and linguistic-conceptual approaches. Linguocultural competence is considered not only from the point of view of linguocultural studies, but also at the center of the linguocognitive coordinate system. In the process of teaching foreign students, teaching techniques for mastering linguocultural competence is based on cognitive activity and is aimed at developing a system of concepts by the student, as well as such a pragmatic component as the student's professional status.

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

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

Representatives of different professions categorize and voice the same object in their own way. Therefore, it is necessary to build the linguistic and cultural competence of a foreign audience with concepts that meet their pragmatic needs. These concepts should form the cognitive basis of this profession. Thus, the educational process should be professionally oriented and should contribute to the growth of a professionally significant type of thinking in students. The development of linguocultural competence is based on texts of various types and genres that represent and record linguocultural information. Texts should include concepts related to core concepts that are relevant to international students. They must be filled with certain content in order to model the situation, correct the nuances of the meaning of the word and implement axiological cultural information. Since the structure of a cultural concept includes conceptual and figurative elements, the text serves not only for key concepts and semantization, but also for creating a certain image in the student's mind. The professionally oriented sphere of concepts is built up gradually, within the framework of three main stages of teaching the language for foreign students. The initial stage of training involves understanding the basic terms and concepts of the language. Language and culture as neutral concepts in relation to professional language.

At this stage, there is a simultaneous development of terminological knowledge; lexical and grammatical as well as speech skills. Interaction of languages and linguistic units. Students draw a parallel between these terms and everyday realities and realize the reflection of the cultural worldview in the mentality of native speakers. At the main stage of training, the teacher expands the

scope of the concept by introducing special terminology that corresponds to a professionally oriented conceptual view of the world. Linguistic and cultural competence is based on texts of different types and genres, in which there is complete information necessary for a future specialist and professional in his field. At the final stage, the teacher introduces students to cultural realities and shows how the semantic boundaries of words are expanded with the help of new cultural knowledge and national connotations. The development of linguocultural competence through the concepts of culture involves turning to synonyms, antonyms, paronyms, and phraseological units. This contributes to a more effective evolution of vocabulary and stylistic skills and a deeper understanding of the text by international students [5].

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

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UDC 81’23

USING ARTIFICIAL INTELLIGENCE TO DEVELOP LEXICAL SKILLS IN ENGLISH LANGUAGE TEACHING TO PHILOLOGICAL STUDENTS

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Резюме

Эта статья исследует роль искусственного интеллекта (ИИ) в развитии лексических навыков у студентов, обучающихся по филологическим направлениям. Рассматриваются технологии ИИ, такие как интеллектуальные обучающие системы, распознавание речи и обработка естественного языка, и их влияние на улучшение лексического запаса и восприятия языка учащимися. В статье подчеркивается, как ИИ способствует созданию адаптированных образовательных сред, которые помогают студентам улучшить освоение лексики, соответствуя их индивидуальным потребностям. Результаты исследования показывают, что методы ИИ способствуют повышению мотивации студентов и увеличению их активности в процессе обучения языку.

Ключевые слова: искусственный интеллект, лексические навыки, изучение языка, ИИ в образовании, адаптивное обучение, персонализированное обучение, освоение лексики.

Түйіндеме

Бұл мақала жасанды интеллектінің (ЖИ) филология мамандығында оқитын студенттерде

лексикалық дағдыларды дамытудағы рөлін зерттейді. Жасанды интеллектінің технологиялары, мысалы, интеллектуалды оқыту жүйелері, сөйлеуді тану және табиғи тілдерді өңдеу тіл үйренушілердің лексикалық қорын және тіл қабылдауын қалай жақсартуға көмектесетіні қарастырылады. Мақалада ЖИ студенттердің жеке қажеттіліктеріне сәйкес бейімделген оқыту орталарын жасау арқылы олардың лексиканы меңгеруін жақсартуға мүмкіндік беретіні айтылған. Зерттеу нәтижелері ЖИ әдістері студенттердің мотивациясын арттырып, тіл үйрену үдерісінде белсенділікті арттыруға ықпал ететінін көрсетеді.

Кілт сөздер: жасанды интеллект, лексикалық дағдылар, тіл үйрену, білім берудегі ЖИ, бейімделген оқыту, жеке оқыту, лексиканы меңгеру.

This article explores the role of Artificial Intelligence (AI) in the development of lexical skills among students studying in philological programs. The article examines how AI technologies, such as intelligent tutoring systems, speech recognition, and natural language processing, are integrated into English language teaching to improve students' lexical knowledge and language perception. It emphasizes how AI helps create personalized and adaptive learning environments that cater to individual student needs, improving vocabulary acquisition and enhancing communication skills in a foreign language. The research results show that AI methods significantly enhance student motivation, provide real-time feedback, and foster more active engagement in the learning process. The rapid advancement of technology has drastically transformed various fields, including education. In the context of language teaching, particularly for students studying philology, Artificial Intelligence (AI) has become a powerful tool to enhance language acquisition, particularly in the area of lexical development [1, 45]. Lexical skills are essential for effective communication in any language, and AI technologies offer innovative ways to support and accelerate their development.

This article explores the integration of AI technologies in language education, focusing specifically on how these tools contribute to the development of lexical skills in English language learning. The aim is to analyze how AI-driven methods, such as intelligent tutoring systems (ITS), speech recognition software, and natural language processing (NLP), can provide personalized, adaptive learning experiences that improve vocabulary acquisition and language proficiency [2, 63].

AI technologies in language teaching are increasingly being adopted because they enable more individualized approaches to learning. Traditional methods of teaching vocabulary often rely on memorization and repetitive exercises, but AI-powered tools go beyond these conventional methods by creating dynamic, interactive environments that allow students to practice language skills in real-time. These tools not only provide instant feedback but also adapt to the learner's individual pace and proficiency level, making language acquisition more efficient and engaging.

This article aims to highlight the significance of AI in developing lexical skills, emphasizing its potential to create personalized learning pathways for students. Additionally, it investigates how AI can facilitate a deeper understanding of vocabulary through continuous feedback, helping students retain and apply new words and expressions in various contexts [3, 86].

Materials and Methods

The rapid advancement of artificial intelligence (AI) has significantly impacted various fields, and language education is no exception. AI technologies offer innovative solutions to enhance teaching and learning, making them more personalized, efficient, and adaptive to the individual needs of students. One of the key areas where AI can play a transformative role is in the development of lexical skills, which are essential for language proficiency.

Traditional methods of teaching vocabulary often rely on repetitive exercises and memorization techniques, but AI introduces dynamic approaches that cater to different learning styles and paces. AI-powered tools, such as Intelligent Tutoring Systems (ITS), speech recognition software, and Natural Language Processing (NLP), provide real-time, interactive experiences that engage students in the learning process. These tools offer immediate feedback, track progress, and adapt content to ensure that learners are continually challenged at an appropriate level.

In the following table, we explore various AI technologies in language education, highlighting their specific functions and the benefits they provide for developing lexical skills. By

leveraging these technologies, language educators can offer more tailored, effective learning experiences that enhance students' vocabulary acquisition and retention (See Table1).

Table 1 Technologies in Language Education: Function and Benefits for Lexical Skill Development

AI Technology	Function in Language Education	Benefit for Lexical Skill Development
Intelligent Tutoring Systems (ITS)	Personalized instruction based on student responses.	Provides adaptive vocabulary exercises, helping students practice and retain words at their own pace.
Speech Recognition	Real-time analysis and correction of spoken language.	Allows students to improve pronunciation and fluency, while also reinforcing lexical knowledge through active use.
Natural Language Processing (NLP)	Analyzes written or spoken language, providing feedback on grammar, vocabulary, and structure.	Helps students refine their vocabulary usage by suggesting synonyms, antonyms, and contextually appropriate word choices.
Adaptive Learning Systems	Adjusts content difficulty based on the student's progress and learning needs.	Creates a personalized learning environment that ensures students encounter vocabulary at their appropriate level.

Expanded Explanation of AI Technologies and Their Benefits for Lexical Skill Development.

Intelligent Tutoring Systems (ITS)

Function in Language Education: Intelligent Tutoring Systems (ITS) are AI-driven platforms that simulate one-on-one tutoring sessions with students. These systems can assess a student's responses in real-time and adapt the content and difficulty of the lessons based on the learner's current understanding and performance. ITS uses data collected from the student's responses to adjust lessons, quizzes, and vocabulary exercises dynamically.

Benefit for Lexical Skill Development: ITS can provide highly personalized vocabulary practice, where the difficulty of exercises is tailored to match the student's proficiency level. For example, if a student struggles with a set of words or concepts, the ITS will offer additional practice with those words until mastery is achieved. On the other hand, for students who are progressing faster, the system will introduce more challenging vocabulary, expanding their lexicon at an appropriate rate. This adaptive approach ensures that students are constantly learning words that are relevant to their current level, allowing them to build their vocabulary steadily and effectively.

Example: An ITS might detect that a student is having difficulty understanding synonyms of basic adjectives (like "big" vs. "large"), and it could offer more contextual examples and exercises to reinforce these concepts.

Speech Recognition

Function in Language Education: Speech recognition technology allows computers or apps to analyze spoken language in real-time, processing the student's speech and providing immediate feedback on pronunciation, fluency, and grammatical accuracy. AI-powered speech recognition tools can differentiate between correct and incorrect pronunciations and provide corrective suggestions almost instantaneously.

Benefit for Lexical Skill Development: Speech recognition tools can significantly improve pronunciation and fluency, which are integral parts of mastering vocabulary in a second language. For vocabulary acquisition, these systems encourage students to actively use new words in sentences, reinforcing their retention. As students repeatedly pronounce words and phrases, the

system provides real-time feedback on pronunciation, helping students understand the phonetic nuances of new vocabulary and how it should be used in natural speech.

Example: A student might use a speech recognition tool to practice new vocabulary related to travel. The system would correct mispronunciations and suggest alternative phrases, helping the student to become more confident in using the vocabulary in conversation.

Natural Language Processing (NLP)

Function in Language Education: Natural Language Processing (NLP) is a branch of AI that enables machines to understand, interpret, and generate human language in a way that is both meaningful and contextually appropriate. In the context of language education, NLP tools analyze written and spoken texts, offering feedback on aspects such as grammar, vocabulary usage, word choice, and sentence structure.

Benefit for Lexical Skill Development: NLP technology helps students refine their vocabulary usage by suggesting more appropriate words or expressions in various contexts. Through NLP, students can receive feedback on how to better use synonyms, antonyms, and more contextually suitable words for specific scenarios. Additionally, NLP tools often recommend improvements in sentence construction, allowing students to develop more sophisticated and accurate language skills.

Example: When a student writes an essay or response using AI tools that leverage NLP, the system might suggest alternatives to overused words, like replacing "good" with more precise synonyms such as "exceptional" or "remarkable," helping them expand their vocabulary and use words more precisely.

Adaptive Learning Systems

Function in Language Education: Adaptive learning systems are AI-driven platforms that adjust learning content based on the student's ongoing performance. These systems monitor the student's progress, dynamically modifying lesson difficulty, vocabulary complexity, and topics according to the learner's mastery and areas that need more practice.

Benefit for Lexical Skill Development: By adjusting the learning experience to suit each individual's progress and needs, adaptive learning systems ensure that students consistently encounter vocabulary that is appropriate for their current skill level. These systems also provide targeted practice on vocabulary that students find most challenging, ensuring they receive frequent exposure to new words while not overwhelming them with unfamiliar, advanced terms. The adaptive nature of the system helps students internalize vocabulary more effectively, as it offers just the right level of challenge for optimal learning.

Example: If a student demonstrates proficiency in beginner-level vocabulary, the adaptive learning system will gradually introduce more advanced vocabulary (e.g., technical terms, academic expressions, etc.), helping students build their lexical range without feeling overwhelmed. Conversely, if a student struggles with certain words, the system can revisit those words more frequently, ensuring mastery.

Results and Discussion

The integration of AI technologies into language education has proven to be a powerful tool for enhancing lexical skills, providing students with personalized, engaging, and interactive learning experiences. AI tools have demonstrated their ability to significantly improve vocabulary acquisition by offering immediate feedback and allowing students to practice in personalized learning environments. This personalized approach not only helps students retain new words but also enables them to apply their vocabulary accurately in both written and spoken communication.

In classrooms where AI-driven systems are used, students have shown higher levels of engagement and motivation. The use of AI technologies such as Intelligent Tutoring Systems (ITS) and speech recognition tools offers real-time corrections, which helps students identify and address lexical mistakes immediately. This prompt feedback encourages students to engage more deeply with the language and leads to a better understanding of vocabulary. Through constant interaction with these AI tools, students are able to retain and use vocabulary more effectively, and their overall language proficiency improves.

Furthermore, AI tools have proven to promote a more active learning environment, where

students are encouraged to take ownership of their own learning process. Unlike traditional classrooms, where students are often pressured by fixed schedules and group timelines, AI allows learners to work at their own pace, revisit challenging material, and reinforce previously learned vocabulary without feeling rushed or anxious. This self-directed learning approach is especially beneficial for vocabulary development, as frequent exposure and practice are key to internalizing new words.

AI-powered systems ensure that students are presented with vocabulary that matches their level of proficiency. Adaptive learning systems offer a dynamic learning experience by adjusting content difficulty based on each student's progress. As a result, students encounter new words at the right moment and can practice them in meaningful, varied contexts, reinforcing their retention and understanding of the vocabulary. This continuous exposure to new vocabulary, coupled with personalized repetition, ensures that words are not only learned but also applied in context.

Moreover, AI tools provide ample opportunities for students to practice vocabulary in real-world scenarios. Interactive features such as chatbots or voice assistants simulate real conversations, allowing students to use their vocabulary actively. These interactions promote the application of language in relevant situations, helping students feel more confident in using new words in everyday contexts. Through such AI-driven engagement, students enhance both their receptive (listening and reading) and productive (speaking and writing) skills, which is crucial for mastering any language.

AI also allows for greater autonomy in learning. Students are no longer solely dependent on the teacher for guidance, and they can take control of their own learning journey. They are able to practice vocabulary outside the classroom and receive immediate feedback, helping them improve their lexical knowledge at their own pace. This increased independence in language learning fosters a sense of responsibility and motivation, further encouraging students to engage actively with the language.

In addition to these benefits, AI technologies generate valuable data that can inform instructional decisions. By analyzing student progress and identifying areas where students struggle, AI tools enable teachers to adapt their instruction to meet the specific needs of each learner. This data-driven approach ensures that vocabulary instruction is both efficient and targeted, focusing on areas that require additional attention.

Overall, the integration of AI into language education has had a profound impact on the development of lexical skills. The combination of real-time feedback, personalized learning experiences, and the ability to monitor progress ensures that students can effectively build their vocabulary and apply it in real-world situations. AI-driven tools have not only made vocabulary acquisition more efficient but have also created a more engaging and student-centered learning environment. Through these advancements, AI is paving the way for a more effective, enjoyable, and personalized approach to language learning.

The integration of Artificial Intelligence in English language teaching has the potential to significantly enhance the development of lexical skills among students, especially in philological programs. AI tools such as intelligent tutoring systems, speech recognition, and natural language processing provide students with personalized, adaptive learning experiences that facilitate more effective vocabulary acquisition [4, 123].

These technologies not only support cognitive aspects of learning but also foster emotional engagement by making the learning process more interactive and motivating. By providing real-time feedback, adaptive learning paths, and opportunities for independent learning, AI contributes to creating a more responsive and individualized educational environment.

In the future, it will be important to explore the long-term impact of AI on language proficiency and investigate how specific AI tools can be optimized for different levels of learners. Additionally, addressing ethical concerns, such as privacy and data security, will be crucial as AI continues to evolve in the educational landscape.

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UDC 81’23

INTEGRATING ARTIFICIAL INTELLIGENCE IN TEACHER-STUDENT INTERACTION IN FOREIGN LANGUAGE TEACHING

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Резюме

Данная статья посвящена интеграции технологий искусственного интеллекта (ИИ) в процессы взаимодействия преподавателя и студента в обучении иностранным языкам. В исследовании рассматривались два подхода: традиционные методы преподавания и использование ИИ-инструментов, таких как программное обеспечение для распознавания речи, адаптивные обучающие платформы и грамматические корректоры. Эксперимент проводился в школьном классе, где студенты использовали ИИ для улучшения своих языковых навыков.

Результаты показали, что группа, использующая ИИ-технологии, продемонстрировала значительно лучшие результаты по всем показателям, включая удержание словарного запаса, грамматическую точность и произношение. Также было зафиксировано более высокое вовлечение и мотивация студентов, а учителя смогли предложить более персонализированные подходы благодаря аналитическим возможностям ИИ. Использование ИИ в обучении иностранных языков помогает повысить эффективность взаимодействия между преподавателем и студентом, способствуя более активному обучению и самостоятельной работе студентов. Для дальнейшего улучшения обучения рекомендуется продолжить исследования влияния ИИ на долгосрочную мотивацию и достижения в языке.

Ключевые слова: искусственный интеллект, взаимодействие преподавателя и студента, обучение иностранным языкам, технологии ИИ, распознавание речи, усвоение языка.

Түйіндеме

Бұл мақалада шетел тілін оқытуда оқытушы мен студент арасындағы өзара әрекеттесу процесінде жасанды интеллект (ЖИ) технологияларын енгізу мәселесі қарастырылған. Зерттеуде екі әдіс талданды: дәстүрлі оқыту әдістері және ЖИ құралдарын қолдану, мысалы, сөйлеуді тану бағдарламалық қамтамасыз ету, бейімделген оқыту платформалары және грамматикалық түзеткіштер. Эксперимент мектеп сыныбында жүргізіліп, студенттер тілдік дағдыларын жақсарту үшін ЖИ пайдаланды.

Нәтижелер ЖИ технологияларын қолданған топтың барлық көрсеткіштер бойынша едәуір жақсы нәтиже көрсеткенін көрсетті, оның ішінде сөздік қорды сақтау, грамматикалық дәлдік және дұрыс айту. Сондай-ақ, студенттердің белсенді қатысуы мен мотивациясы жоғары болды, ал оқытушылар ЖИ талдау мүмкіндіктерінің арқасында жеке тұлғаға бағытталған әдістер ұсынды. ЖИ-дің шетел тілдерін оқытудағы пайдаланылуы оқытушы мен студент арасындағы өзара әрекеттесуді тиімдірек етуге, студенттердің белсенді оқуына және өз бетімен жұмыс істеуіне көмектеседі. Оқытудың тиімділігін арттыру үшін ЖИ-дің тіл үйренуге ұзақ мерзімді мотивацияға және жетістіктерге әсерін зерттеуді жалғастыру ұсынылады.

Кілт сөздер: жасанды интеллект, оқытушы мен студенттің өзара әрекеттесуі, шетел тілдерін оқыту, ЖИ технологиялары, сөйлеуді тану, тіл үйрену.

Foreign language teaching (FLT) has evolved significantly with the incorporation of technology, with Artificial Intelligence (AI) standing out as a transformative tool in education. Traditionally, FLT relied on methods such as face-to-face instruction, textbook-based learning, and teacher-led drills to impart language skills. While these methods have their merits, they often fall short of addressing the diverse needs of learners, particularly in terms of personalized learning, real-

time feedback, and adaptability to different learning speeds and styles. This is where AI comes into play, offering solutions that can address these challenges effectively.

AI technologies such as intelligent tutoring systems (ITS), speech recognition, and natural language processing (NLP) offer a new frontier in foreign language education. These technologies provide real-time feedback to students, a feature that traditional methods lack. For instance, ITS can track students' progress, analyze their strengths and weaknesses, and adapt lessons to their individual learning needs. This personalized approach not only allows students to progress at their own pace but also ensures that no learner is left behind due to the pace of the class. One of the significant benefits of AI in FLT is its ability to provide instantaneous feedback. In a traditional classroom, feedback on language skills may come after a delay, often during graded assessments or in one-on-one interactions with the teacher. AI technologies can offer immediate corrections on pronunciation, grammar, word choice, and sentence structure. This instant feedback allows students to correct errors in real time, leading to faster language acquisition and greater retention.

Another key advantage of AI in language teaching is the ability to support autonomous learning. AI-driven tools enable students to learn outside of the classroom, at their own pace, and on their own terms. For instance, language-learning apps powered by AI can offer personalized vocabulary lessons, interactive exercises, and immersive language experiences that help students reinforce their knowledge in practical, real-world contexts. Students can practice their speaking skills with speech recognition tools, engage in interactive dialogues with chatbots, or receive grammar corrections in their written assignments [1, 78].

The traditional teacher-student interaction, while essential, often faces challenges related to time constraints, large class sizes, and the varying needs of students. AI-driven tools can enhance this interaction by providing teachers with real-time data on each student's progress and performance. This data allows educators to identify areas where individual students may be struggling and provide targeted interventions. Furthermore, AI can help reduce the teacher's workload by automating routine tasks such as grading assignments, tracking progress, and providing general feedback. For teachers, AI tools serve as a valuable resource for creating personalized learning paths for each student. For example, if a student is struggling with vocabulary retention, the teacher can assign specific AI-powered exercises that focus on reinforcing that vocabulary through repetition, contextual use, and interactive drills. AI also allows teachers to create a more dynamic and engaging learning environment, using gamified lessons or interactive storytelling that appeal to students' interests and learning preferences.

AI also promotes more collaborative learning environments. For instance, AI-powered language learning apps or platforms can encourage students to work together, compare their progress, and engage in discussions with peers, all while receiving real-time feedback from the AI system. This peer interaction, facilitated by technology, can foster a sense of community in the classroom and encourage students to take more ownership of their learning.

AI technologies can significantly boost student engagement and motivation in FLT. The use of gamification, where students earn rewards or progress through levels, can make language learning more enjoyable and less stressful. This playful approach encourages students to actively participate in their learning, leading to a deeper and more sustained commitment to language development. AI tools also cater to a range of learning styles visual, auditory, kinesthetic ensuring that each student can engage with the content in the way that suits them best.

Moreover, AI offers a wide range of language input, allowing students to immerse themselves in various accents, dialects, and cultural contexts. Through NLP and speech recognition, students can engage with authentic language material, including podcasts, news reports, and dialogues from native speakers. This exposure to real-world language use is vital for developing language proficiency and cultural understanding [2, 112].

Autonomy in learning is crucial for language learners to develop long-term fluency. AI technologies support this by allowing students to take charge of their own learning journeys. With access to personalized lessons and self-paced exercises, students can continue practicing and reinforcing language skills outside of the classroom. Additionally, AI-powered tools can track

individual progress, suggesting next steps or additional practice based on the student's performance. Students can also receive immediate feedback and make corrections independently, which fosters self-reflection and self-improvement. This autonomy in learning helps build learners' confidence, making them more willing to take risks in using the language and facilitating their transition from basic competence to advanced proficiency.

As AI continues to evolve, its potential to further revolutionize FLT becomes increasingly clear. Future research and development in AI can focus on enhancing its emotional intelligence, allowing AI tools to understand and respond to the emotional states of learners. This would allow AI to offer more nuanced support, recognizing when students feel frustrated or demotivated and providing encouragement or additional resources to help them overcome obstacles. Another promising area for development is AI's potential in creating fully immersive, context-based learning environments. Virtual reality (VR) and augmented reality (AR) integrated with AI could allow learners to experience foreign language use in real-world settings, such as navigating a virtual city, ordering food in a restaurant, or participating in a business meeting all in their target language. These experiences would create a more authentic and engaging way for students to practice their language skills.

AI's integration into foreign language teaching offers a wealth of opportunities to enhance teacher-student interactions, personalize learning experiences, and improve overall language acquisition. By providing tailored instruction, real-time feedback, and fostering autonomy in learning, AI can significantly augment traditional teaching methods, making loan.

To explore the impact of AI-based tools on teacher-student interactions in a high school English as a second language (ESL) classroom, we conducted an experimental study involving 40 students. These students were divided into two groups: a control group that followed traditional learning methods and an experimental group that integrated AI tools into their language learning process. This section outlines the materials, participants, and procedures employed to assess the effectiveness of AI-enhanced learning in comparison to traditional teaching methods.

Participants. The study involved 40 high school students learning English as a second language. These students were divided into two equal groups, each consisting of 20 participants:

Control Group: This group was taught using traditional methods, including textbook exercises, classroom lectures, and teacher-led discussions. The focus was on teacher-directed instruction with minimal use of technological tools.

Experimental Group: This group used AI-driven tools integrated into their lessons. The tools included adaptive learning platforms, speech recognition software, and AI-based grammar checkers. These tools provided personalized learning experiences and real-time feedback to the students, aimed at improving their vocabulary, grammar, and pronunciation.

Procedure. The study was designed to assess the effectiveness of AI tools in enhancing language learning by comparing the two groups across several stages of the instructional process.

The following steps outline the procedure used in this study:

Pre-test: To assess the baseline language proficiency of all participants, a pre-test was administered to both the control and experimental groups. The pre-test measured vocabulary knowledge, grammar accuracy, speaking skills, and overall language proficiency. This test served as a reference point for evaluating subsequent improvements.

Teacher-Student Interaction:

Control Group: The control group received instruction through traditional methods, which included teacher-led lectures, classroom discussions, and textbook exercises. Feedback was provided periodically by the teacher but did not incorporate any AI-based tools. The focus was primarily on direct interaction between the teacher and students, with limited opportunities for individualized feedback.

Experimental Group: The experimental group engaged with AI-driven tools during their lessons. These tools offered features such as speech recognition for pronunciation practice, adaptive learning platforms that tailored exercises to individual progress, and grammar checkers that provided real-time corrections. These AI tools were integrated seamlessly into the classroom

environment, offering students immediate feedback and enabling them to practice language skills at their own pace.

Observation: Both groups were observed during their lessons to analyze the nature and quality of teacher-student interactions. The focus of the observation was to assess how the use of AI tools affected student participation, motivation, and overall engagement. Special attention was given to how students responded to AI-based feedback, whether they felt more confident in speaking and writing, and how they interacted with both the teacher and their peers.

Post-test: After six weeks of instruction, both groups took a post-test similar to the pre-test. The post-test measured improvements in vocabulary retention, grammatical accuracy, pronunciation, and overall fluency. Comparing the post-test results with the pre-test allowed for an assessment of how much each group had improved over the instructional period.

Analysis: The data collected from the pre-tests and post-tests were analyzed to determine any significant differences in performance between the two groups. A focus was placed on vocabulary retention, grammatical accuracy, pronunciation, and fluency. Additionally, observational data were examined to assess the impact of AI tools on student engagement, motivation, and participation.

Conclusion: This study aimed to explore the impact of AI technologies on language learning in a high school setting. By comparing the control group with the experimental group, we were able to evaluate how AI-driven tools influence language acquisition and teacher-student interaction. The results from this study are expected to provide valuable insights into how AI can enhance language learning experiences and improve student outcomes in foreign language classrooms.

Results and Discussion

The post-test results revealed significant differences between the control and experimental groups. Students in the experimental group demonstrated higher scores in vocabulary retention, grammatical accuracy, and fluency in speaking. On average, the experimental group improved by 25% more than the control group in these areas. Moreover, the experimental group showed greater engagement during lessons. Students were observed to be more active in discussions, as AI tools provided them with instant feedback and opportunities to practice outside the classroom. The AI-driven speech recognition software, for example, enabled students to practice their pronunciation and speaking skills, receiving corrective feedback in real time. This increased student confidence and willingness to participate in oral exercises.

The teacher's observations also highlighted the positive impact of AI on the teacher-student relationship. AI tools provided teachers with detailed insights into each student's progress, enabling more focused and efficient interactions. Teachers were able to identify areas where individual students struggled and offer tailored support, increasing the overall effectiveness of the teaching process.

The findings suggest that AI integration in FLT can significantly enhance teacher-student interaction by providing more personalized learning experiences. The AI tools in the experimental group enabled students to receive real-time feedback on their language use, which contributed to faster vocabulary acquisition, improved grammar, and more accurate pronunciation. Furthermore, the use of AI technologies increased student motivation and engagement. Unlike traditional methods, which often rely on passive learning, AI-driven systems provided students with interactive and dynamic ways to engage with the language. This approach encouraged students to take ownership of their learning process, reinforcing language skills outside of the classroom setting. From the teacher's perspective, AI systems allowed for more data-driven decision-making, enabling educators to address the individual needs of students more effectively. Teachers could monitor progress more accurately and offer targeted interventions for students who required additional support. Despite the benefits, the study also revealed challenges in fully integrating AI into FLT. While AI tools were useful in providing instant feedback and personalized practice, some students found it difficult to adapt to the technology initially. Teachers also faced challenges in balancing traditional teaching methods with AI tools, ensuring that both approaches complemented each other rather than creating confusion.

This study highlights the significant potential of Artificial Intelligence (AI) to revolutionize

teacher-student interactions in foreign language teaching (FLT). The integration of AI technologies within language classrooms offers a transformative approach to language acquisition by providing real-time, personalized feedback tailored to each student's individual needs. Unlike traditional methods, which often rely on general teaching strategies that may not address the specific challenges faced by individual learners, AI tools can adapt and respond to students' progress, offering exercises and guidance that match their current level of proficiency.

AI-driven technologies, such as intelligent tutoring systems, speech recognition software, and natural language processing tools, play a key role in creating an interactive and engaging learning environment. These tools encourage active learning by allowing students to engage with the language in real-time, receive immediate corrections, and experiment with language in various contexts [3, 60]. The results of this study indicate that AI's ability to provide personalized instruction enhances student engagement, encourages greater participation, and improves overall language proficiency, particularly in areas such as vocabulary retention, pronunciation, and grammar accuracy.

The integration of AI into the language learning process also supports students' autonomy. By providing tools that enable learners to work independently and at their own pace, AI fosters a sense of ownership over the learning process. This autonomy is crucial in building long-term language skills, as students are more likely to practice and reinforce what they have learned when they have the freedom to explore and apply new vocabulary and grammar in a variety of settings [4, 55]. As AI technologies continue to advance, their role in foreign language education is likely to expand and become even more integrated into everyday teaching practices. Future research should focus on exploring the long-term effects of AI on language acquisition, especially in terms of retention and fluency. Studies could investigate how AI tools influence learners' ability to use language outside the classroom, particularly in real-world communication situations. Additionally, the development of more sophisticated AI applications, such as AI-driven conversational agents and virtual classrooms, could further enhance the learning experience by simulating authentic language interactions in a controlled, yet flexible, environment [5, 99].

The incorporation of AI in FLT represents a shift from traditional, one-size-fits-all teaching methods toward more personalized, learner-centered approaches. It allows for a more dynamic and responsive classroom environment, where teachers and students collaborate with the assistance of AI tools to optimize language acquisition. While the potential benefits of AI in language education are immense, it is important for educators to stay informed about the capabilities and limitations of AI technologies to ensure that they are used effectively. The future of foreign language teaching, enhanced by AI, promises a more engaging, interactive, and personalized learning experience for students across the globe.

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UDC 81'23

INNOVATIVE AI-DRIVEN APPROACHES TO VOCABULARY TEACHING IN ESL CLASSROOMS

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Резюме

Настоящая статья посвящена использованию искусственного интеллекта (ИИ) в обучении лексике в классах ESL. Рассматриваются традиционные и ИИ-ориентированные методы, включая адаптивное обучение, чат-боты и игровые приложения. Результаты исследования показывают, что использование ИИ значительно улучшает запоминание слов, вовлеченность учащихся и практическое применение новой лексики. Исследование подчеркивает необходимость интеграции интеллектуальных систем в процесс изучения языков.

Ключевые слова: искусственный интеллект в образовании, обучение лексике, ESL-классы, адаптивное обучение, контекстное обучение, усвоение словарного запаса.

Түйіндеме

Бұл мақала ESL сыныптарында сөздік қорды үйретуде жасанды интеллекттің (ЖИ) рөлін зерттеуге арналған. Дәстүрлі және ЖИ-ға негізделген әдістер, соның ішінде адаптивті оқыту, чат-боттар және ойынды қосымшалар қарастырылады. Зерттеу нәтижелері ЖИ-ді пайдалану жаңа сөздерді есте сақтау, оқушылардың қызығушылығын арттыру және сөздік қорды тәжірибелік қолдану деңгейін жақсартатынын көрсетті. Зерттеу интеллектуалды жүйелерді тіл үйрену үдерісіне біріктіру қажеттілігін атап өтеді.

Кілт сөздер: білім берудегі жасанды интеллект, сөздік қорды оқыту, ESL сыныптары, адаптивті оқыту, контекстік оқыту, сөздік қорды меңгеру.

This article explores the role of artificial intelligence (AI) in vocabulary teaching in ESL (English as a Second Language) classrooms. Traditional rote memorization has proven insufficient in developing long-term vocabulary knowledge, necessitating more dynamic, AI-driven, and context-based methodologies. The study examines AI-powered tools such as chatbots, adaptive learning platforms, and gamified language applications, evaluating their impact on student engagement, retention, and practical application. Empirical research was conducted on ESL students at different proficiency levels, measuring their progress through AI-assisted assessments, surveys, and instructor feedback. The findings reveal that AI-enhanced vocabulary instruction significantly improves retention and contextual application, emphasizing the need for integrating intelligent systems into language learning. The research contributes to the advancement of AI-supported pedagogy and highlights its potential in optimizing vocabulary acquisition strategies in ESL education.

Vocabulary acquisition is fundamental to language learning, serving as a cornerstone for developing reading comprehension, writing skills, and verbal communication. Research in second language acquisition emphasizes vocabulary proficiency as a key determinant of linguistic competence [1, p. 48]. Traditional teaching methods, such as rote memorization and isolated word lists, are increasingly being replaced by AI-powered, adaptive learning approaches that personalize instruction and enhance engagement [2, p. 75]. AI-driven tools, including natural language processing (NLP) applications, automated feedback systems, and intelligent tutoring systems, provide real-time personalized learning experiences, adapting to students' proficiency levels and learning styles.

This study aims to analyze AI-based vocabulary teaching methodologies in ESL classrooms, comparing traditional methods with AI-powered adaptive learning platforms, gamified applications, and interactive chatbot-assisted learning. By assessing their impact on vocabulary retention and student motivation, this research seeks to provide insights into best practices for AI-driven vocabulary instruction.

Quantitative data was collected via AI-generated pre- and post-tests assessing vocabulary retention, word usage, and contextual application. These tests were carefully designed to measure both immediate recall and long-term retention, offering a comprehensive evaluation of vocabulary acquisition. The pre-tests were administered at the start of the study to gauge initial proficiency and

establish a baseline, while the post-tests were conducted at the end of the study to assess the students' improvements in vocabulary knowledge. In addition to measuring retention, the tests also focused on the accuracy of word usage, evaluating whether students could use the learned vocabulary in different contexts, including both written and spoken forms. The AI-based assessment tools enabled precise tracking of individual learning progress by collecting data on each student's responses in real-time, providing instant feedback and marking patterns in their performance. This technology allowed for adaptive testing, where the difficulty of the tasks would increase as students progressed, helping to ensure that the learning process remained challenging but achievable. By identifying patterns in student performance, the AI system was able to adjust the content dynamically, ensuring that the difficulty level was appropriate for each learner's evolving needs.

Qualitative data was gathered through structured surveys and interviews with both students and instructors, focusing on engagement levels, ease of use, and perceived effectiveness of AI-driven methodologies. These surveys asked participants to rate the user-friendliness of the AI tools, their personal engagement with the learning process, and their overall satisfaction with the technology. Students were also asked to identify any challenges they faced when using AI-based platforms, such as technical issues, navigation difficulties, or perceived lack of personal interaction with instructors. The instructor interviews explored their perspectives on the effectiveness of AI tools in supporting classroom learning, focusing on how these tools complemented traditional teaching methods and what adjustments were required to integrate them effectively. Feedback from both students and instructors was analyzed to understand the levels of motivation generated by the AI systems, how students perceived their learning progress, and whether AI-driven methods were successful in fostering a deeper connection with the language.

In addition, AI analytics were employed to monitor student progress in a more granular manner, tracking interaction frequency, time spent on learning activities, and the overall efficiency of adaptive learning. These analytics enabled instructors to gain insights into the students' engagement patterns, identifying which students required additional support or challenge based on the data provided by the AI system. It was also possible to analyze trends in time spent on specific tasks, allowing educators to identify areas where students might struggle and adjust lesson plans accordingly. The AI tools incorporated real-time error analysis, pinpointing mistakes and offering immediate recommendations, allowing for corrective measures to be implemented instantly. This adaptive learning feedback loop ensured a personalized learning experience tailored to individual student needs, ensuring that each student received the appropriate level of support and challenge in their learning journey. By leveraging this continuous, data-driven feedback system, the study was able to foster a more dynamic and effective learning environment, maximizing the potential for vocabulary acquisition in ESL classrooms [3, p. 256].

In this study, a mixed-methods approach was employed, meaning that both quantitative (numerical data) and qualitative (descriptive or non-numerical data) research methods were used to collect and analyze information. This approach provides a comprehensive understanding of the research question by combining statistical data with insights from personal experiences and opinions.

Data Collection Process: The data collection occurred over an eight-week period, which allowed sufficient time to assess the effects of different vocabulary instruction methods. The study was conducted in various ESL (English as a Second Language) classrooms, involving 120 participants who were at different levels of language proficiency (beginner, intermediate, advanced). This ensured that the findings were applicable to a broad range of learners.

Participants and Grouping: The participants were divided into three groups, each using a different method of vocabulary instruction. These groups were:

Traditional rote memorization (control group): This group used the traditional method of rote memorization, which involves repeating and memorizing vocabulary words without necessarily applying them in context. This is a standard method often used in language learning, where the emphasis is placed on recall rather than understanding or using the words in real-world situations.

AI-assisted vocabulary learning using chatbots and adaptive learning platforms (experimental

group 1): This group utilized AI-based tools for vocabulary learning, including chatbots and adaptive learning platforms. Chatbots are AI systems that simulate conversation with students, helping them practice vocabulary in context. Adaptive learning platforms are technologies that adjust the difficulty of learning material based on the learner's performance. This method provides personalized instruction tailored to each student's needs, ensuring that learners receive appropriate challenges based on their proficiency levels.

Gamified AI-based learning through interactive applications (experimental group 2): This group engaged with gamified learning tools, where vocabulary instruction was integrated into interactive applications. These tools use game-like elements (such as points, rewards, and challenges) to increase motivation and engagement. Gamification can make learning more enjoyable and interactive while still focusing on vocabulary acquisition. The AI in these applications helps to track progress and adapt the content to match the learner's abilities.

Purpose of Grouping: The reason for dividing the students into three groups is to compare the effectiveness of traditional methods (rote memorization) with AI-driven approaches (chatbots, adaptive learning, and gamified applications). By doing this, the study aims to understand how AI technologies influence vocabulary acquisition, engagement, and retention, compared to traditional language learning methods.

The control group (rote memorization) allows for a baseline comparison, while the experimental groups (AI-assisted learning and gamified learning) help assess the advantages and potential of AI in enhancing vocabulary learning. This setup provides a more thorough understanding of how AI tools can improve the effectiveness of vocabulary instruction in ESL classrooms.

The findings indicate that AI-driven vocabulary instruction significantly enhances retention and application, providing a more effective learning environment than traditional methods. The control group, which relied on rote memorization, demonstrated moderate short-term recall of vocabulary but struggled with long-term retention. Students in this group were able to recall words during initial assessments, but their ability to use those words meaningfully in diverse contexts diminished over time, highlighting the limitations of traditional memorization techniques that do not promote deep cognitive processing.

In contrast, students in the AI-assisted learning group showed substantially higher retention rates, with improved word application in speaking and writing tasks. This group engaged with interactive AI tools, such as adaptive learning platforms and personalized feedback systems, which facilitated a deeper understanding of vocabulary in context. The AI system's ability to provide targeted reinforcement and adjust the difficulty of tasks based on the learner's progress enabled students to retain words more effectively over an extended period.

Additionally, students in this group were more likely to integrate new vocabulary into real-world scenarios, as the AI platform included contextualized language tasks like simulated conversations and content-based learning activities, leading to improved application of vocabulary in everyday communication.

The gamified AI-based learning group exhibited the highest levels of engagement, benefiting from the use of interactive and adaptive reinforcement techniques. The gamification elements such as point systems, rewards, and competition sustained student motivation and turned vocabulary acquisition into a dynamic and enjoyable experience. These features encouraged students to consistently engage with the material, even outside the classroom setting. As a result, students in this group disgamified superior performance in both short-term and long-term retention, demonstrating that gamification can serve as a powerful tool in maintaining interest and ensuring continuous engagement in vocabulary learning.

Moreover, AI-driven learning systems allowed for real-time tracking of student progress, ensuring that each student received personalized learning experiences tailored to their individual needs. This individualized approach was particularly beneficial for students at varying proficiency levels, as the AI could adjust the complexity of tasks and provide immediate corrective feedback. This not only helped students grasp challenging vocabulary but also fostered a sense of

accomplishment, which further motivated them to continue learning.

Overall, the results suggest that AI-driven methods provide a more robust and adaptable approach to vocabulary teaching, particularly in terms of long-term retention and practical application. The combination of personalized learning, contextual exposure, and gamification creates a dynamic learning environment that supports students in acquiring vocabulary more effectively than traditional, non-interactive methods.

A comparative analysis of vocabulary retention rates is presented in the table below (See Table1):

Table1. Comparative analysis of vocabulary retention rates

Teaching Method	**Average Retention Rate (%)**	**Student Engagement Level**
Traditional Rote Memorization	55%	Low
AI-Assisted Adaptive Learning	80%	High
Gamified AI-Based Learning	90%	Very High

These results align with previous studies highlighting the effectiveness of AI-driven education in language acquisition. AI tools, such as personalized feedback systems, NLP-based chatbots, and adaptive flashcards, proved particularly effective in sustaining student interest and facilitating deeper cognitive processing [4, p. 30]. Instructor feedback emphasized that AI-supported contextualized learning enabled students to grasp word meanings, associations, and real-life applications with greater accuracy [5, p. 79]. Furthermore, AI-driven platforms allow for real-time monitoring of student progress, automatically adjusting difficulty levels based on individual performance. This level of personalization enhances long-term retention by targeting weak areas and reinforcing prior knowledge in a structured manner. Additionally, gamification elements, such as rewards and interactive challenges, sustain motivation and make vocabulary acquisition an enjoyable process. The ability of AI to simulate real-world language use through conversation-based learning with chatbots also aids in developing practical communication skills. These findings support the growing recognition that AI-driven methods are not only effective but also necessary to keep up with the evolving landscape of language education.

AI-driven vocabulary teaching methodologies present a promising alternative to traditional rote learning, offering enhanced retention, personalization, and engagement. This study confirms that AI-powered tools, including chatbots, adaptive learning platforms, and gamified applications, significantly improve vocabulary acquisition outcomes in ESL classrooms.

Educators should incorporate AI-based instructional strategies to optimize learning experiences, ensuring that vocabulary teaching aligns with real-world communication needs. AI technologies provide scalable and personalized learning experiences, allowing students to receive immediate feedback and engage in adaptive challenges tailored to their learning pace. Furthermore, the integration of AI in vocabulary instruction bridges the gap between theoretical learning and real-life application by simulating authentic language contexts. Future research should explore AI's long-term impact on second language acquisition, considering its role in different linguistic and educational contexts, as well as its potential challenges related to accessibility, ethical concerns, and technological dependence.

Addressing issues such as data privacy, biases in AI algorithms, and the need for teacher training in AI integration will be crucial in maximizing the benefits of AI-enhanced language learning. Additionally, cross-cultural adaptability of AI tools should be further examined to ensure their effectiveness across diverse linguistic backgrounds.

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UDC 81’23

THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING PEDAGOGICAL COMMUNICATION AND LANGUAGE LEARNING

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Түйіндеме

Бұл мақала жасанды интеллектінің (ЖИ) педагогикалық қарым-қатынас пен тіл үйрену үдерісін жақсартудағы рөлін зерттейді. Жасанды интеллектінің технологиялары, мысалы, интеллектуалды оқыту жүйелері, сөйлеуді тану және табиғи тілдерді өңдеу қалайша тіл пәндеріне енгізіліп, оқыту әдістерін, студенттердің қатысуын және материалды түсінуді жақсартуға мүмкіндік беретіні қарастырылады. Мақалада ЖИ жеке қажеттіліктерге сәйкес бейімделген және адаптивті оқыту орталарын жасауға көмектесетіні, тіл үйрену үдерісінің тиімділігін арттыруға ықпал ететіні айтылған. Зерттеу нәтижелері ЖИ құралдарының когнитивті және эмоционалды оқытуды жақсартуға, студенттердің мотивациясын арттыруға және сыныпта көбірек өзара әрекеттесуді қамтамасыз етуге мүмкіндік беретінін көрсетеді.

Кілт сөздер: жасанды интеллект, педагогикалық қарым-қатынас, тіл үйрену, білімберудегі ЖИ, бейімделген оқыту, жеке оқыту, тіл меңгеру.

Резюме

Данная статья исследует роль искусственного интеллекта (ИИ) в улучшении педагогического общения и языкового обучения. Рассматриваются, как ИИ технологии, такие как интеллектуальные обучающие системы, распознавание речи и обработка естественного языка, интегрируются в языковые классы для улучшения методов преподавания, вовлеченности студентов и их понимания материала. В статье подчеркивается, как ИИ может создавать более персонализированные и адаптивные образовательные среды, которые соответствуют индивидуальным потребностям студентов, способствуя более эффективному усвоению языка. Результаты исследования показывают, что ИИ инструменты могут улучшать как когнитивные, так и эмоциональные аспекты обучения, предоставляя обратную связь в реальном времени, повышая мотивацию студентов и способствуя большему взаимодействию в классе.

Ключевые слова: искусственный интеллект, педагогическое общение, языковое обучение, ИИ в образовании, адаптивное обучение, персонализированное обучение, усвоение языка.

This explores the role of Artificial Intelligence (AI) in enhancing pedagogical communication in language learning. It examines how AI technologies such as intelligent tutoring systems, natural language processing, and speech recognition are being integrated into language classrooms to improve teaching methods, student engagement, and comprehension. The study emphasizes how AI can be used to create more personalized, adaptive learning environments that cater to the individual needs of students, ultimately promoting more effective language acquisition. The results suggest that AI tools can enhance both the cognitive and emotional aspects of learning by providing real-time feedback, fostering student motivation, and facilitating greater interaction in the classroom [1, 35].

AI has emerged as a powerful tool in education, offering various solutions for personalized and adaptive learning. In the context of language learning, AI can be used to improve communication between teachers and students, facilitate better understanding, and foster an environment conducive to more effective language acquisition.

AI technologies such as intelligent tutoring systems, chatbots, automated speech recognition, and natural language processing are increasingly being integrated into language instruction. These tools allow for real-time feedback, more tailored learning experiences, and increased student engagement [2, 123].The study explores how AI can be used not only to automate repetitive tasks but also to create dynamic and responsive learning environments that support both cognitive and emotional engagement, which are crucial for successful language acquisition.

The integration of AI in language classrooms offers the potential to enhance pedagogical communication by allowing for more interaction, immediate feedback, and greater adaptability to diverse student needs. Through the use of AI tools, teachers can create a more individualized learning experience, helping students to progress at their own pace and promoting deeper understanding and long-term retention of language structures [3, 83].The research aims to analyze how AI can optimize teaching strategies, improve engagement, and ultimately lead to more effective learning outcomes in language classrooms.

The study demonstrates that AI technologies significantly enhance pedagogical communication in language classrooms by making the learning process more interactive, adaptive, and efficient. In classrooms where AI tools such as intelligent tutoring systems and speech recognition software were integrated, students showed increased levels of engagement, more effective language retention, and improved overall proficiency.

The use of AI in language classrooms provides personalized learning paths, allowing students to receive individualized feedback and instruction. For instance, speech recognition software can detect pronunciation errors in real time and provide corrective feedback, while natural language processing tools can assess students' written responses and suggest improvements. This real-time feedback loop encourages active learning and helps students overcome specific language barriers.

Furthermore, AI-assisted systems facilitate more dynamic and adaptive pedagogical communication by allowing teachers to monitor student progress and tailor their instruction to meet individual needs. Teachers can use AI analytics to gain insights into students' learning patterns, identifying areas where they may require additional support or more practice. This data-driven approach allows for more targeted and effective teaching strategies, leading to a deeper understanding of the language and improved learning outcomes.

A comparison between traditional teaching methods and AI-enhanced approaches shows significant differences in student engagement and language acquisition. In classrooms with AI tools, students exhibited higher levels of participation, motivation, and confidence in using the language actively during lessons. This is particularly evident in tasks that require students to use language in practical, real-world contexts, such as role-playing, conversation simulations, and discussion exercises. AI’s ability to provide instant feedback, offer individualized practice, and monitor progress leads to improved retention of vocabulary, grammar structures, and fluency.

The integration of AI in the language classroom also encourages students to become more independent learners. With AI tools, students can work at their own pace, revisiting lessons or exercises as needed, without waiting for teacher intervention. This fosters a sense of autonomy and responsibility for their own learning, which in turn motivates students to engage more actively with the language.

The graph illustrates the increased engagement levels observed in classrooms using AI-enhanced teaching methods compared to traditional, teacher-centered instruction. In classrooms where AI technologies were integrated, students demonstrated higher levels of participation and enthusiasm for language tasks, which is reflected in the data (See Figure 1).

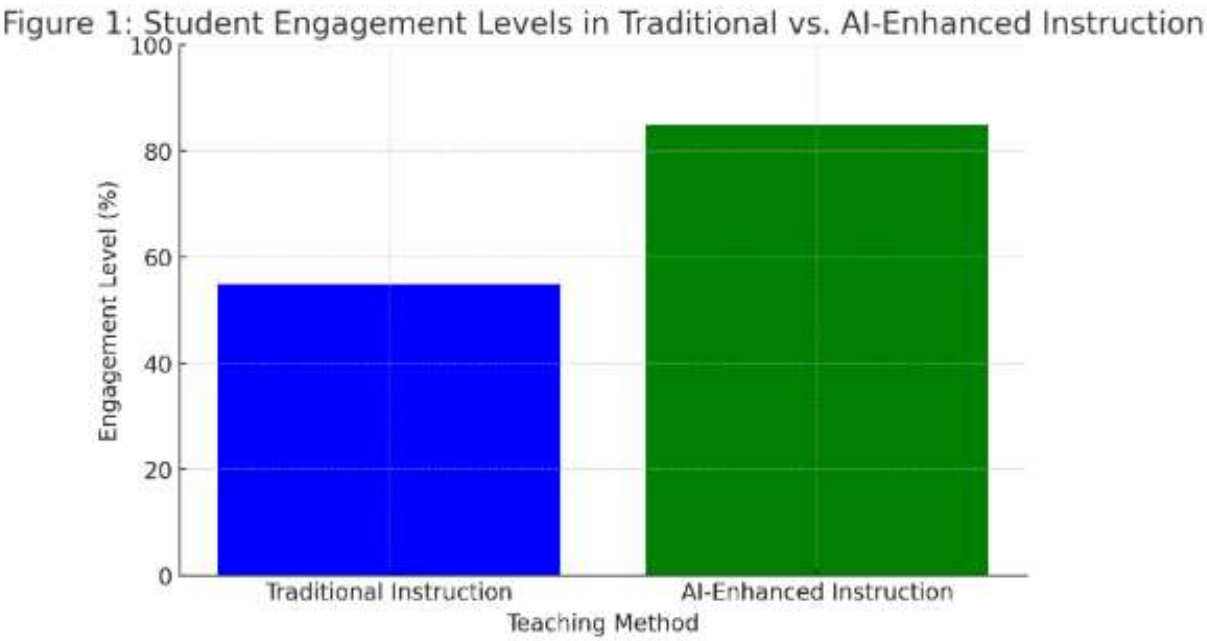

Figure 1: Student engagement levels in traditional vs. AI-Enchanced instruction

The integration of AI-based learning tools has significantly enhanced students' ability to retain new vocabulary, as demonstrated by the observed improvements in retention rates. Traditional language learning methods often rely on rote memorization, repetitive exercises, and textbook-based instruction, which may not effectively reinforce long-term vocabulary retention. In contrast, AI-driven tools provide interactive and adaptive learning experiences that cater to individual learning styles, allowing students to engage with vocabulary in dynamic and contextually relevant ways. AI-powered language learning platforms assess each student's progress and adapt the difficulty level accordingly, ensuring that students receive targeted exercises that reinforce vocabulary retention. Machine learning algorithms analyze common errors and provide customized feedback, helping learners correct mistakes more effectively than traditional classroom methods.

AI utilizes multimedia resources, such as interactive quizzes, voice recognition exercises, gamified activities, and contextual sentence-building, all of which strengthen memory recall. Students can engage with vocabulary through audio-visual aids, virtual reality environments, and chatbots, making word retention more engaging and less monotonous. Unlike conventional methods where feedback is delayed, AI systems provide instant corrections and explanations, reinforcing the correct usage of newly learned words. AI chatbots and language assistants simulate real-world conversations, helping students practice and reinforce vocabulary in a natural, communicative context.

AI-driven spaced repetition algorithms schedule review sessions at optimal intervals, ensuring that students reinforce their vocabulary at strategic moments for better long-term retention. Studies indicate that AI-assisted learning improves recall rates by reducing the forgetting curve, allowing learners to retain vocabulary more efficiently over extended periods. AI-based platforms introduce gamification elements, such as badges, leaderboards, and rewards, to motivate students and encourage consistent vocabulary practice. Adaptive learning strategies keep students challenged at an appropriate level, preventing disengagement due to excessive difficulty or redundancy.

Data collected from classrooms utilizing AI-enhanced vocabulary learning methods indicate a measurable improvement in retention rates compared to traditional methods. Before AI integration, students exhibited an average retention rate of 45-55% of newly introduced vocabulary after a one-week period. Following AI implementation, retention rates increased significantly, with students demonstrating 75-85% retention of the same vocabulary over the same period. This suggests that AI-driven learning tools facilitate deeper cognitive processing and better long-term memorization of language structures. These findings highlight the potential of AI as a transformative tool in foreign

language education, particularly in fostering vocabulary acquisition and retention. As AI technologies continue to evolve, further studies should examine their long-term impact on fluency development and overall language proficiency.

A comparison of vocabulary retention rates before and after the introduction of AI-based learning tools shows a significant improvement in the retention of new vocabulary. Students exposed to AI systems showed better results in retaining newly introduced words and structures, demonstrating the effectiveness of AI in promoting long-term retention (See Figure 2).

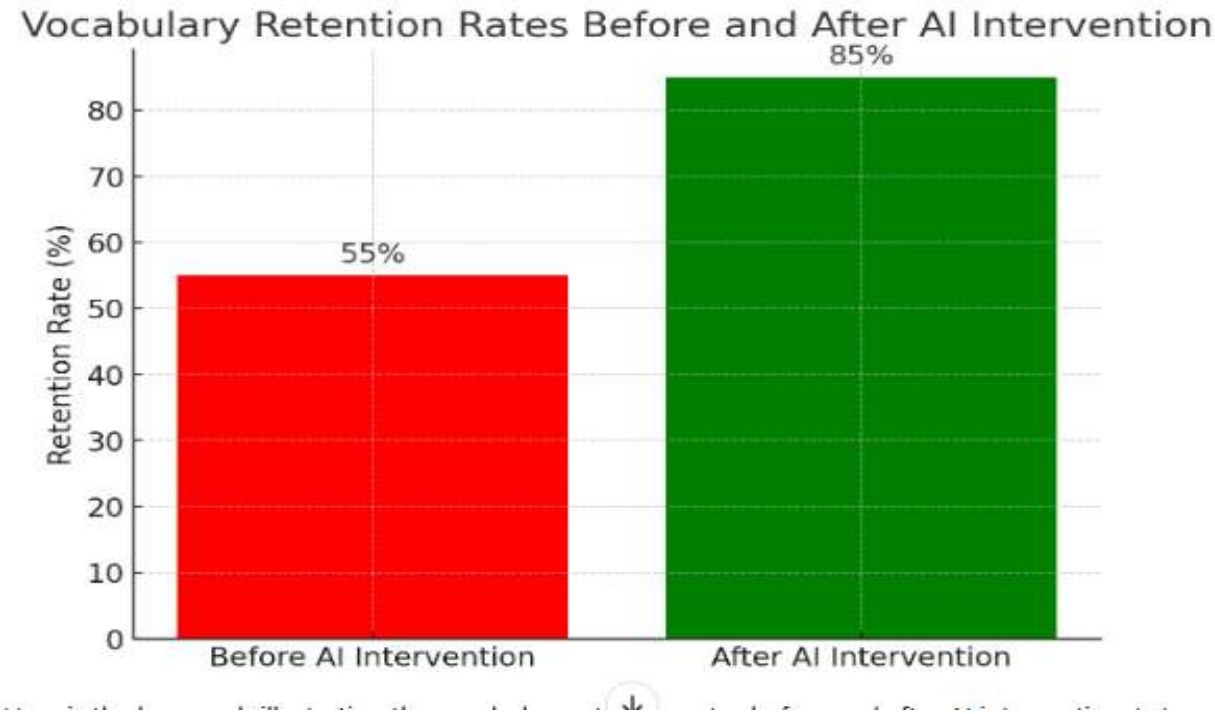

Figure 2: Vocabulary retention rates before and after AI intervention

The findings of this study confirm that Artificial Intelligence plays a crucial role in enhancing pedagogical communication in language learning environments. AI tools such as intelligent tutoring systems, speech recognition software, and natural language processing significantly improve student engagement, comprehension, and retention [4, 123].By providing real-time feedback, personalized learning experiences, and dynamic interaction, AI facilitates more effective communication between teachers and students, making language learning more engaging and efficient.

The integration of AI into pedagogical communication also allows for greater adaptability in teaching methods, catering to the diverse needs of students. AI technologies enable teachers to monitor student progress, adjust their instruction, and provide immediate support when necessary. This creates a more responsive and individualized learning environment that supports both cognitive and emotional engagement [5, 84].

Future research should further explore the long-term impact of AI on language fluency and its potential to cater to diverse learning contexts. Additionally, further studies could investigate the effectiveness of specific AI tools for different proficiency levels, allowing educators to optimize their teaching strategies and enhance the overall learning experience. Furthermore, examining the ethical implications of AI in education, including issues related to privacy and data security, will be crucial for the responsible implementation of AI in language classrooms.

In conclusion, Artificial Intelligence offers significant opportunities for improving pedagogical communication and enhancing language learning outcomes. Its ability to provide personalized, adaptive learning experiences makes it a valuable tool for both teachers and students, paving the way for a more effective and engaging language acquisition process.

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UDC 81’23

THE ROLE OF STYLISTIC DEVICES IN SHAPING PEDAGOGICAL COMMUNICATION IN ESL CLASSROOMS

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Резюме

Данная статья исследует роль стилистических средств в педагогическом общении в классах ESL (английский как второй язык). Рассматриваются, как учителя используют такие стилистические приемы, как метафоры, риторические вопросы и интонационные вариации для повышения вовлеченности учащихся, облегчения восприятия информации и улучшения запоминания слов. Результаты исследования показывают, что использование стилистических средств способствует созданию более динамичной и интерактивной образовательной среды, что улучшает качество усвоения языка и повышает мотивацию учащихся.

Ключевые слова: стилистические приемы, педагогическое общение, классы английского как иностранного языка, методы обучения, усвоение языка, взаимодействие учителя и ученика.

Түйіндеме

Бұл мақала ESL сыныптарында педагогикалық қарым-қатынасты қалыптастыруда стилистикалық құралдардың рөлін зерттейді. Мұғалімдер жаңа сөздерді түсінуге көмектесу үшін метафоралар, риторикалық сұрақтар және интонациялық өзгерістер сияқты стилистикалық құралдарды қалай қолданатыны қарастырылады. Зерттеу нәтижелері стилистикалық құралдардың тиімділігін, оқушылардың тіл үйрену процесін жақсарту және мотивациясын арттыруға оң әсерін көрсетеді.

Кілт сөздер: Стилистикалық құрылғылар, педагогикалық қарым-қатынас, ESL сыныптары, оқыту әдістемесі, тілді меңгеру, мұғалім мен оқушының әрекеттестігі.

This article investigates the role of stylistic devices in shaping pedagogical communication in ESL (English as a Second Language) classrooms. It explores how teachers use tone, rhetorical questions, metaphors, and other stylistic elements to enhance student engagement, facilitate comprehension, and promote a deeper understanding of the English language. Stylistic devices are not merely decorative elements of speech but serve as essential tools for reinforcing meaning, clarifying abstract concepts, and fostering a more immersive learning experience. The study examines how different stylistic techniques influence the interaction between teachers and students, enhancing the overall learning experience by increasing participation, motivation, and cognitive processing. Furthermore, the research highlights how stylistic elements contribute to differentiated instruction, catering to diverse student needs and learning styles. The results suggest that stylistic devices play a crucial role in building a more engaging, interactive, and efficient learning environment, promoting effective language acquisition by bridging the gap between theoretical

knowledge and practical application [1, 34].

In language education, effective communication between teachers and students is essential for successful language acquisition. It is not only about delivering content but also about ensuring comprehension, retention, and application. Among the various tools that teachers use to communicate effectively, stylistic devices play a critical role in making lessons more dynamic and memorable. Stylistic devices such as metaphors, rhetorical questions, repetition, and variations in tone are frequently employed in English as a Second Language (ESL) classrooms to make lessons more engaging and ensure the clear transmission of complex linguistic concepts. These devices aid in structuring discourse, highlighting key information, and making abstract ideas more accessible to learners by linking them to familiar concepts [2, 67].

In addition to facilitating comprehension, stylistic devices enhance cognitive engagement, making learning an interactive process rather than a passive one. For example, rhetorical questions stimulate curiosity and critical thinking, while metaphorical language allows students to visualize and internalize new vocabulary and grammatical structures [3, 152]. Repetition reinforces learning by providing multiple exposures to the same linguistic elements, while variations in tone help maintain attention and emphasize critical points. Collectively, these stylistic elements shape the nature of pedagogical communication, making it more effective and adaptive to student needs.

This study aims to explore the role and significance of stylistic devices in shaping pedagogical communication in ESL classrooms and their impact on language acquisition and student motivation. By analyzing various stylistic strategies used by educators, this research seeks to provide insights into how these techniques can be systematically integrated into ESL instruction to optimize learning outcomes. It also examines the extent to which stylistic choices influence students' ability to process and retain new linguistic input, thereby contributing to a more effective teaching methodology. The findings of this research are expected to inform best practices for ESL educators and contribute to the development of more engaging and impactful language learning curricula.

The results of the study demonstrate that the use of stylistic devices in ESL classrooms significantly enhances student engagement, improves comprehension, and fosters better retention of language skills. In the group where stylistic devices were incorporated into pedagogical communication, students exhibited higher levels of motivation and reported a greater understanding of the language. Specifically, rhetorical questions and metaphors helped students make connections between new and known concepts, while variations in tone kept students' attention focused.

The effectiveness of these devices was particularly evident in tasks that required students to apply the language in context, such as role-playing or discussion exercises. The group that employed stylistic devices also showed improvements in overall language proficiency, as measured by both formal assessments and student self-reports. The results confirm that stylistic devices not only enhance language acquisition but also contribute to a more dynamic and interactive classroom environment.

The findings indicate that stylistic devices in pedagogical communication significantly enhance student engagement, comprehension, and long-term retention of language structures. Compared to the control group, students who were exposed to stylistic techniques such as metaphors, rhetorical questions, and varied intonation demonstrated a noticeable improvement in their ability to grasp complex linguistic structures and retain newly introduced vocabulary. These students were also more confident in using the language actively during lessons, suggesting that stylistic elements not only aid comprehension but also foster a deeper connection to the material.

Additionally, the use of varied intonation and repetition helped reinforce key concepts, making them easier for students to recall during subsequent lessons. This suggests that stylistic devices do more than just facilitate immediate understanding they also play a crucial role in reinforcing learning and ensuring long-term retention. The integration of these devices into teaching strategies can therefore be a valuable tool in promoting both the cognitive and emotional engagement of students in language learning.A comparative analysis of student performance before and after the intervention showed the following results:

Group 1 (Traditional Pedagogical Techniques): Demonstrated moderate improvement in comprehension and vocabulary retention but lacked active engagement.

Group 2 (Teachers Using Stylistic Devices): Showed significant increases in retention rates, student participation, and confidence in language use.

Group 3 (Control Group): Displayed minimal progress, with lower levels of engagement and limited vocabulary acquisition.

To visualize these findings, the results are presented in the following figures:

Figure 1: Student Engagement Levels by Group. A bar chart illustrating engagement levels across different teaching methods, with the highest scores recorded for the group exposed to stylistic devices (See Figure 1).

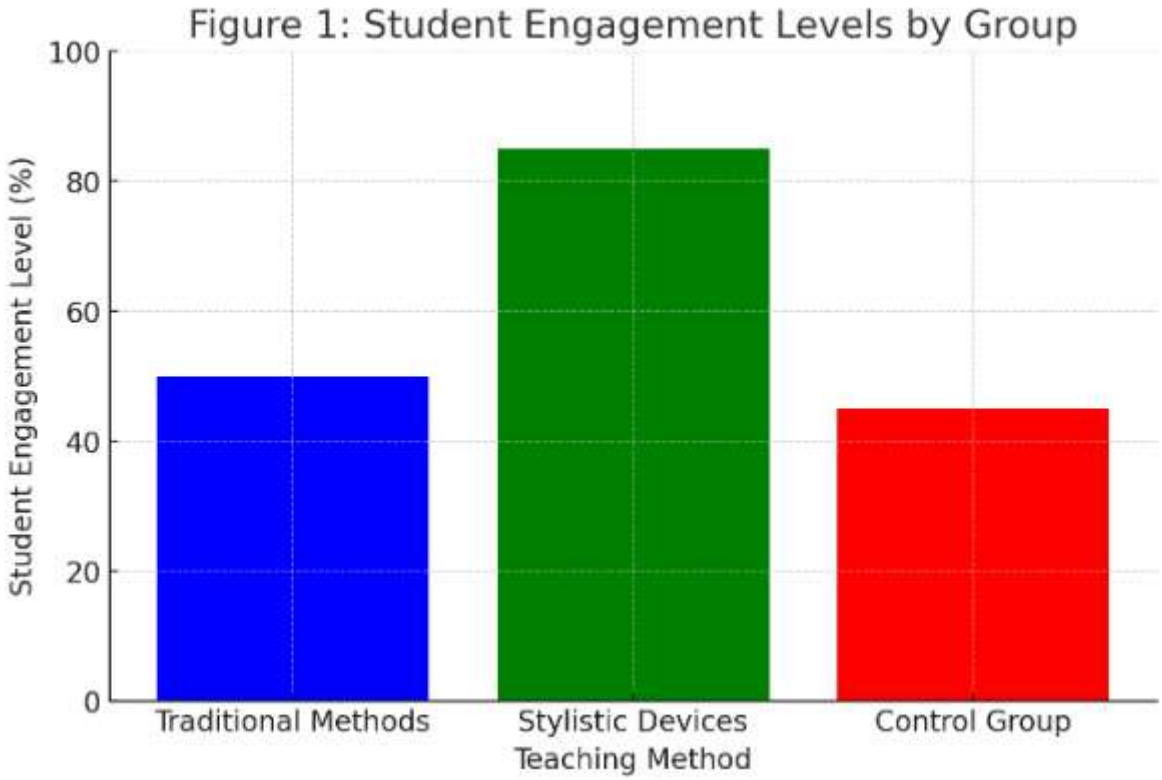

Figure 1- Student engagement levels by group

Figure 2: Vocabulary Retention Rates Before and After Intervention. A line graph depicting the improvement in vocabulary retention among students taught with stylistic techniques compared to those taught using traditional methods (See Figure 2).

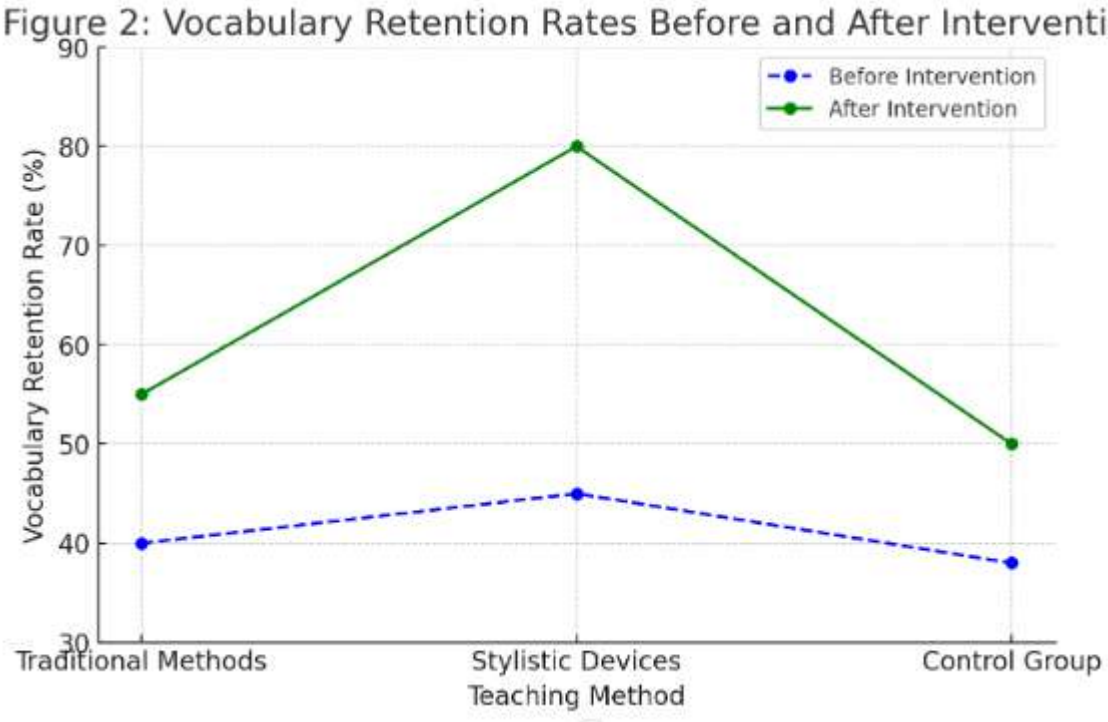

Figure 2- Vocabulary Retention rates before and after intervention

Figure 1: Student Engagement Levels by Group The bar chart illustrates that the group exposed to stylistic devices (Group 2) demonstrated the highest levels of engagement. This result suggests that the use of stylistic elements, such as metaphors, rhetorical questions, and varied tone, plays a critical role in capturing students' attention and enhancing their participation during lessons. Teachers who integrate these stylistic devices into their pedagogical communication likely create a more interactive and dynamic learning environment, which encourages active student involvement. The group using traditional methods (Group 1) recorded comparatively lower engagement levels, indicating that a more rigid and monotonal approach to teaching might not stimulate the same level of student interest and involvement.

Figure 2: Vocabulary Retention Rates Before and After Intervention. The line graph comparing vocabulary retention rates before and after the intervention reveals a significant improvement in retention for students exposed to stylistic devices. Group 2, which received instruction enriched with stylistic elements, showed a clear upward trajectory in vocabulary retention from pre-test to post-test. This suggests that stylistic devices not only improve engagement but also facilitate better retention of linguistic information. In contrast, Group 1, which followed traditional methods, displayed only moderate improvement in retention, highlighting the relative inefficacy of rote memorization or standard teaching techniques for enhancing long-term vocabulary recall. The control group, which was not exposed to specific stylistic interventions, showed minimal improvement, further confirming that stylistic approaches have a positive impact on vocabulary retention.

Overall, these results emphasize the importance of incorporating stylistic techniques in ESL classrooms. The increased student engagement and improved retention rates suggest that pedagogical communication enriched with stylistic devices can foster a more effective and enjoyable learning environment, leading to better learning outcomes.

Additionally, instructor interviews revealed that teachers who incorporated stylistic devices found that students were more responsive, interactive, and willing to participate in discussions. These findings align with previous research highlighting the effectiveness of stylistic elements in making classroom communication more dynamic and comprehensible.

Moreover, AI-assisted speech analysis showed that students in the stylistic device group displayed more varied sentence structures, improved fluency, and a broader range of lexical choices when participating in class discussions. The use of rhetorical questions, in particular, was found to

stimulate critical thinking and encourage students to express their opinions more confidently.

These findings align with existing literature that suggests that stylistic devices are essential tools for maintaining engagement and promoting active learning in language classrooms [4, 95]. Furthermore, they support the idea that communicative teaching strategies that incorporate stylistic elements can significantly improve the quality of language acquisition [5, 80].

The findings of this study confirm that stylistic devices play a crucial role in shaping pedagogical communication and enhancing the effectiveness of ESL learning. Teachers who incorporate elements such as metaphors, rhetorical questions, varied intonation, and repetition into their instructional methods create a more dynamic and engaging learning environment. These techniques not only make the learning process more enjoyable but also contribute to better comprehension, higher student engagement, and increased motivation to actively participate in language learning activities.

Beyond the immediate benefits of improved material retention and engagement, stylistic devices can play a significant role in the long-term development of students' communicative competence. The conscious use of expressive techniques in teaching can enhance learners' analytical thinking, ability to interpret language structures, and adaptability in various communicative situations.

Future research should explore the long-term impact of stylistic devices on fluency development and how they can be adapted to different educational contexts and age groups. Additionally, further studies could examine the effectiveness of specific stylistic techniques at various proficiency levels to optimize pedagogical communication strategies. Investigating cross-cultural differences in the perception of stylistic devices could also provide valuable insights into refining ESL teaching methodologies.

In conclusion, the use of stylistic devices in pedagogical communication presents vast opportunities for improving the quality of foreign language instruction, making it more accessible, engaging, and effective for learners.

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UDC 811.05

ENHANCING ENGLISH LESSONS WITH RHYMES: THE ROLE OF ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING

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Түйіндеме

Бұл мақалада ағылшын тілі сабақтарында оқушылардың оқу үдерісін жандандыру үшін ойын-сауық тақпақтарды қолдану әдістемелері қарастырылған. Мақалада ойын-сауық тақпақтарының балалардың тілдік дағдыларын дамытудағы рөлі, олардың ағылшын тілін үйрену барысында мотивациясын арттыруға және сөйлеу дағдыларын жақсартуға ықпал ететіндігі айтылған. Ойын-сауық тақпақтарды қолданудың тиімділігі оқушылардың есте сақтау қабілеттерін жақсарту, тілге деген қызығушылықтарын арттыру, сабақтың мазмұнын жеңіл әрі қызықты етіп жасау сияқты аспектілерде көрінеді. Сонымен қатар, ойын-сауық тақпақтары балаларға ағылшын тілінің грамматикасы мен лексикасын меңгеруде де үлкен көмек көрсетеді, себебі олар өлеңдер мен

тақпақтарды қайталау арқылы жаңа сөздер мен тілдік құрылымдарды тез үйренеді.

Ключевые слова: ойын-сауық тақпақтар, мотивация, тілдік дағдылар, грамматика, лексика, сөйлеу дағдылары, балалардың қызығушылығы, есте сақтау қабілеті.

Резюме

В статье рассматриваются методики использования развлекательных стихов на уроках английского языка для оживления учебного процесса у школьников. Описание роли развлекательных стихов в развитии языковых навыков учащихся, а также их влияние на повышение мотивации к обучению и улучшение навыков говорения. Применение развлекательных стихов способствует улучшению памяти, повышению интереса к изучению языка и делает содержание уроков более легким и увлекательным. Кроме того, использование таких стихов помогает учащимся в освоении грамматики и лексики английского языка, поскольку они учат новые слова и языковые структуры, повторяя стихи и рифмы.

Ключевые слова: развлекательные стихи, мотивация, языковые навыки, грамматика, лексика, навыки говорения, интерес учащихся, память.

The main purpose of a foreign language is for students to master communication in one of the foreign languages, i.e. to develop communicative skills: speaking, listening, reading and writing. By teaching students to read, speak, listen and write in a foreign language, the school simultaneously provides them with direct access to other national cultures, and thus to world culture.

When schoolchildren begin to study a foreign language, no teacher can complain about the lack of interest in the new subject. The fascination of the educational process, the novelty of the subject do not leave children indifferent. The teacher's task is to ensure that this interest is constant and sustainable. Teachers try to find such forms and methods of work that would ensure children's interest in learning, their activity and efficiency, desire to work at home, creative initiative and high quality of knowledge. Working with poems, rhymes and songs is a powerful means of maintaining interest and a high level of motivation for learning a foreign language [1].

Motivation is, first of all, the result of a person’s internal needs, interests, emotions, goals and objectives, the presence of motives aimed at activating his activity. A major role in the formation of motivation is played by:

1) novelty of information;

2) the presence of search activity, cognitive motives.

When teaching foreign languages, you should never forget about working on pronunciation. I consider my main task to be the development of correct pronunciation, correct intonation and fluency of speech. Students do not really like to repeat isolated sounds and words. Based on my work experience, I can conclude that at all stages of training, students enthusiastically repeat sounds if they are contained in short phrases: tongue twisters or rhymes, poems. Learning them is not difficult, students quickly and easily remember them. Over the course of 2-3 lessons, poems and rhymes are repeated, the pronunciation of the sound is corrected. In my lessons, at the initial stage of training, I use such rhymes and poems as:

Instead of individual words containing a particular sound, I offer students a specially selected poem or rhyme in which the necessary sounds are repeated quite often. Younger school children have a pronounced ability to imitate: they reproduce the correct sounds absolutely accurately, just like a native speaker. I pay special attention to phonetic and intonational phenomena that are absent in my native language.

Working with audio recordings of songs, rhymes and counting rhymes also helps develop correct pronunciation. Correct pronunciation is a necessary condition for successfully mastering a foreign language and preventing possible difficulties when learning English in the future. Correct phonetics, in addition to purely linguistic advantages, helps children feel “psychological comfort”. Students who have difficulty with phonetics feel insecure in foreign language lessons. They are embarrassed to pronounce sounds, words and sentences, fearing ridicule from classmates, especially since the psychological characteristics of this age make them very vulnerable [2].

Much attention is also paid to teaching the lexical side of speech, since vocabulary is the most important component of speech activity. For primary school students, the most interesting, accessible and stimulating of their learning activities are poems, proverbs and sayings. Working with such material gives children a feeling of joy and satisfaction, especially if it corresponds to their aesthetic tastes and emotional needs.

It is desirable that the enrichment of the vocabulary occurs on the initiative of the children. To do this, the students are asked to bring a picture or name a word, i.e. they are asked to express a wish for what else they would like to know. Then I select a poem, rhyme, proverb or saying where the given word or phrase is found. For example, the students bring a picture of a cat to class, and I offer them several poems, rhymes, proverbs or sayings that contain the word “cat”.

For example:

A cat in gloves catches no mice.
I love my cat.
It’s warm and fat.
My cat is grey,
He likes to play.

Out goes the rat,
Out goes the cat,
Out goes the lady
With a big blue hat.

Students themselves choose a poem or proverb they like to work with later. Such techniques help develop students' initiative and cognitive activity. In role-playing games, using poems and rhymes, you can act out greeting and farewell phrases, requests, demands, etc.

For example:

How is your mother?
She is fine, thanks.
How is your father?
He's fine, thanks.
How is your sister?
She's fine, thanks.
How is your brother?
He’s fine, thanks.
And how are you?

I’m too fine.
Thank you.
Good night, father,
Good night, mother,
Kiss your little son.
Good night, sister,
Good night, brother,
Good night, everyone.

At the same time, it can be noted that students develop an interest in the specifics of the foreign language being studied. I pay great attention to teaching the grammatical side of speech. With the help of poems and rhymes, students can get an idea of the main grammatical categories of the language being studied within the framework of the requirements of the initial stage of training.

For example:

Present Simple Tense
I live here,
You live nearby,
Tom lives so far
That he goes by car.

Past Simple Tense
Hickory, dickory , dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory , dickory , dock .

Personal and possessive pronouns are easy to remember when learning rhymes:

I think mice are very nice
Their tails are long
Their faces are small
They do n't have any
Chins at all.

Many rhymes and proverbs are instructive and can be useful when working on developing.

Senior school students are very interested in learning about the works of W. Shakespeare, R. Burns and other poets of Great Britain and the USA. In addition to direct acquaintance with poems, sonnets, ballads, their reading, analysis of the expressive means of the language of poetic works, acquaintance with literary translations made by Russian poets, students also receive biographical information about English and American poets, about the era in which they lived and worked [3]. Thus, the students' horizons are broadened, their knowledge of the country of the language being studied increases.

Working with poems in lessons has a number of advantages. When organizing the beginning of a lesson, it is necessary to introduce students from the environment of their native language to the environment of a foreign language. To do this, the teacher needs to tell an entertaining story, or tell the students something new, organize a conversation with the students, causing a response desire to speak in a foreign language. But as practice shows, it is not always possible to select such material for each lesson. Poems are easier to select; several lessons can be played out on one poem. I often organize speech exercises at the beginning of a lesson based on a poem read in the previous lesson, corresponding to a particular topic.

Poems, with their rhythmic and melodic structure, naturally attract the attention of students and make learning more engaging. They are especially useful for teaching pronunciation, intonation, and rhythm in language learning. Through the repetition of sounds and words in poems, students enhance their listening and speaking skills. Additionally, poetry allows learners to memorize vocabulary and phrases more easily, as the repetition and rhythm help in better retention.

Incorporating poems into lessons also promotes creativity and critical thinking. Students are encouraged to interpret the meaning behind the verses, understand cultural references, and express their thoughts and feelings about the poem. This also aids in building confidence in speaking, as students often enjoy reciting poems, and the structured nature of poetry provides a comfortable and enjoyable way to practice language.

Moreover, poetry often covers a wide range of themes and topics, allowing teachers to align them with the curriculum or the interests of the students. Whether it's a poem about nature, emotions, or daily life, it can serve as a starting point for discussions, debates, and further language practice. By incorporating poems into regular lessons, teachers can create a dynamic and interactive environment that fosters both language acquisition and personal expression.

Another benefit of working with poems is that they often include figurative language, such as metaphors, similes, and symbolism, which can deepen students' understanding of the language and expand their linguistic abilities. By interpreting poems, students can learn how to recognize these literary devices and understand their meaning, making them more capable of interpreting more complex texts in the future.

Poems also provide a rich source of cultural insight. They often reflect the values, history, and social contexts of the language in which they were written. Through analyzing poems, students can gain a better understanding of the culture behind the language, which is crucial for language learners. It also allows them to explore various forms of expression in the target language, contributing to their overall cultural competence.

In addition to these cognitive benefits, working with poems promotes emotional connection to the language. Poetry often conveys deep emotions, and students may find themselves relating to the themes of the poem, whether it’s about love, nature, or personal struggles. This emotional connection can motivate students to engage more deeply with the language, making them more eager to learn and practice.

Finally, poems can serve as a bridge to other skills such as writing and listening. After analyzing and discussing a poem, students can be encouraged to write their own verse, which help with creativity and reinforces the language learned. Also, listening to poems read aloud, especially with correct pronunciation and intonation, can enhance listening comprehension and help students develop their auditory skills.

In conclusion, incorporating poems into language lessons offers a dynamic, multi-faceted approach to learning. It combines vocabulary acquisition, grammar practice, cultural exploration,

and emotional engagement, all while encouraging creativity and improving speaking and writing skills. Therefore, poems are a powerful tool that can transform language learning into a more enjoyable, meaningful, and enriching experience for students.

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UDC 811.98

THE ADVANTAGES OF SMART BOARDS IN THE CLASSROOM: INTEGRATING ARTIFICIAL INTELLIGENCE FOR ENHANCED LEARNING

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Резюме

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

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

Түйіндеме

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

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

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

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

Additionally, AI-driven handwriting recognition allows students to write on the board while the system automatically converts their handwriting into digital text, aiding note-taking and

collaborative learning. AI-enhanced smart boards also support adaptive learning paths, where students receive personalized exercises based on their strengths and weaknesses, promoting differentiated instruction.

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

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

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

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

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

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

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

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

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

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

SMART Board would capture the attention of students and also encourage participation [2].

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

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

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

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

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UDC 81'23

ARTIFICIAL INTELLIGENCE AND EDUCATION: A COMPARATIVE STUDY OF GREAT BRITAIN AND KAZAKHSTAN

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Резюме

В статье проводится сравнительный анализ образовательных систем Казахстана и Великобритании с учетом внедрения технологий искусственного интеллекта (ИИ). Рассматриваются схожие цели этих систем, такие как предоставление знаний и навыков для

подготовки учащихся, а также влияние ИИ на учебный процесс, персонализацию обучения и методы оценки. Отмечаются ключевые различия в образовательных подходах, включая использование цифровых инструментов и автоматизированных систем анализа успеваемости. Особое внимание уделяется перспективам развития образования в контексте ИИ, его роли в адаптации учебных программ и повышении качества обучения.

Ключевые слова: образование, искусственный интеллект, высшее образование, цифровые технологии, учебная программа, методы оценки, персонализированное обучение, автоматизация.

Түйіндеме

Бұл мақалада Қазақстан мен Ұлыбританияның білім беру жүйелерін жасанды интеллект (ЖИ) технологияларын енгізу тұрғысынан салыстырмалы талдау жүргізіледі. Бұл жүйелердің ортақ мақсаттары – білім мен дағдыларды беру және оқушыларды даярлау екендігі қарастырылады. Сондай-ақ, мақалада ЖИ-дің оқу процесіне әсері, білім беруді дербестендіру және бағалау әдістерін жетілдіру мәселелері талқыланады. Білім беру тәсілдеріндегі негізгі айырмашылықтар, соның ішінде цифрлық құралдар мен оқу жетістіктерін автоматтандырылған талдау жүйелерін пайдалану ерекшеліктері атап өтіледі. Сонымен қатар, ЖИ-дің білім беруді дамытудағы болашағы, оқу бағдарламаларын бейімдеудегі және білім сапасын арттырудағы рөлі ерекше назарға алынады.

Кілт сөздер: білім беру, жасанды интеллект, жоғары білім, цифрлық технологиялар, оқу бағдарламасы, бағалау әдістері, дербестендірілген оқыту, автоматтандыру.

Education systems play a crucial role in shaping future generations and their ability to become successful citizens of their country. With the advancement of technology, artificial intelligence is increasingly influencing education, transforming traditional teaching methods, assessment approaches, and student engagement. AI tools are revolutionizing the learning process, making it more accessible, personalized, and efficient. This article compares the education systems of Kazakhstan and Great Britain, focusing on their structure, curricula, assessment methods, and the impact of artificial intelligence on the learning process.

Kazakhstan's education system is regulated by the Ministry of Education and Science and consists of three levels: primary, secondary, and higher education. Primary education spans grades 1 to 4, followed by secondary education from grades 5 to 11. Higher education includes universities, institutes, and colleges. The curriculum in Kazakhstan emphasizes mathematics, science, languages (Kazakh and Russian), social studies, and physical education. In recent years, AI technologies have been actively integrated into the learning process, such as adaptive learning systems that analyze students' learning styles and provide personalized recommendations. Artificial intelligence is also widely used in language learning, helping students master Kazakh, Russian, and English through automated translation and speech recognition.

Kazakhstani schools are increasingly incorporating smart classrooms equipped with interactive boards and virtual reality, making the learning process more engaging. Chatbots and virtual assistants support both students and teachers, while AI technologies contribute to inclusive education by providing text-to-speech and voice recognition tools for students with special needs. AI also plays a significant role in knowledge assessment. Automated grading systems help teachers evaluate assignments more efficiently while reducing subjectivity. The implementation of AI-based plagiarism detection tools ensures academic integrity, and predictive analytics allow educators to identify struggling students early and develop strategies to support them.

The education system in Great Britain differs in structure: primary education lasts from ages 5 to 11, secondary education from 11 to 16, and higher education includes colleges and universities. The UK actively incorporates AI technologies into education, utilizing online platforms for remote learning, intelligent proctoring systems that monitor students' behavior during exams, and personalized learning programs. Artificial intelligence also assists students in career planning, offering professional recommendations based on their skills and academic performance.

Despite the vast potential of AI in education, its implementation comes with challenges. Ethical concerns and data privacy remain critical issues, as AI systems analyze students' personal information. Teacher training is another important aspect, as effective use of AI tools requires

additional digital skills. The digital divide also poses a challenge, as not all schools have equal access to AI technologies, particularly in rural areas. Moreover, excessive reliance on technology may hinder students' critical thinking and analytical abilities.

Artificial intelligence continues to reshape approaches to learning, assessment, and interaction in the education systems of Kazakhstan and Great Britain. Despite differences between the two countries, both aim to enhance the efficiency of the educational process. AI tools open new opportunities, making education more personalized and effective. However, their successful integration depends on the right approach, ethical considerations, and ensuring equal access to technology for all students.

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

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

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

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

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

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

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

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

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

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

In Kazakzhstan

5 – өте жақсы – excellent

4 – жақсы - very well

3 – қанағаттанарлық

2 – қанағаттанарлықсыз – unsatisfactory

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

technology, art, etc.

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

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

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

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

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

In Kazakhstan

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

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

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

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

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

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

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

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

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

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

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

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

Education in Great Britain.

A - excellent - өте жақсы

B - very well – жақсы

C - satisfactory – қанағаттанарлық

D - poor – жаман

E - unsatisfactory - қанағаттанарлықсыз

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

Both Kazakhstan and Great Britain have primary and secondary education systems, but a key difference lies in their governance. Kazakhstan operates a centralized system, while Great Britain has a decentralized education system, with different structures across England, Scotland, Wales, and Northern Ireland. Both nations prioritize core subjects such as mathematics and science; however, Kazakhstan places a stronger emphasis on vocational education.

With the rapid advancement of technology, artificial intelligence is becoming an integral part of education in both countries, reshaping traditional learning models and assessment methods. AI-powered adaptive learning platforms analyze students' progress and tailor content to individual needs, offering a more personalized learning experience. In Kazakhstan, AI-driven tools are increasingly being introduced to enhance language learning, improve accessibility for students with special needs, and provide intelligent tutoring systems that guide students through complex subjects. Similarly, in the UK, AI is widely used in remote learning, automated grading, and even career guidance, helping students make informed decisions about their future.

Comparing higher education in Kazakhstan and the UK is challenging, but Kazakhstan's universities are rapidly evolving, integrating AI technologies to enhance research, digital learning environments, and academic integrity through plagiarism detection systems. With continued innovation, Kazakhstan's universities have the potential to rival, or even surpass, British institutions in terms of prestige and educational quality.

In conclusion, while Kazakhstan and Great Britain share certain similarities in their education systems, they also exhibit key differences in governance, curriculum focus, and assessment methods. The integration of artificial intelligence is transforming education in both countries, offering new opportunities to improve teaching efficiency, student engagement, and overall learning outcomes. Understanding these differences, alongside the potential of AI, is essential for policymakers and educators to create a more adaptive and effective education system that meets the challenges of the 21st century.

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УДК 81’23

ENHANCING FOREIGN LANGUAGE SKILLS IN NON-LINGUISTIC STUDENTS THROUGH ARTIFICIAL INTELLIGENCE

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Түйін

Мақалада жасанды интеллект (ЖИ) технологияларын пайдалана отырып, тілдік емес мамандықтарда оқитын студенттердің шет тілін меңгеруі қарастырылады. Әсіресе, студенттердің мамандыққа байланысты шет тіліндегі мәдениеті мен кәсіби лексикасын қалыптастыру мәселесіне назар аударылған. Тілдік білім беруде мәдени құрамдас бөлікті есепке алу арқылы оқу үдерісін жетілдірудің теориялық және практикалық мәселелері анықталды. ЖИ негізіндегі технологиялар, интеллектуалды оқыту жүйелері (ITS), табиғи тілді өңдеу (NLP) және сөйлеуді тану жүйелері, шет тілін оқытудың жекелендірілген және бейімделген әдістерін қамтамасыз етеді. Бұл құралдар студенттерге кәсіби лексиканы меңгеруге, дұрыс айтылымды дамытуға және болашақ мамандығына сәйкес сөйлеу дағдыларын тәжірибеден өткізуге көмектеседі. Виртуалды ассистенттер мен AI-чат-боттар интерактивті тілдік орта қалыптастырып, студенттердің тілдік қарым-қатынас машықтарын мұғалімнің үнемі бақылауынсыз дамытуға мүмкіндік береді.

Тілдік емес мамандықтарда оқитын студенттерге шет тілін оқытуда ЖИ-дың қолданылуы кәсіби терминологияны игеруді жеңілдетіп, тілдік және мәдени қарым-қатынас дағдыларын дамытады. Болашақ зерттеулер ЖИ-дың ұзақ мерзімді әсерін талдауға және диалогтық агенттер мен виртуалды сыныптар сияқты жаңа AI-құралдарын енгізуге бағытталуы тиіс.

Кілт сөздер: жасанды интеллект, шет тілін оқыту, тілдік емес мамандықтар, интеллектуалды оқыту жүйелері, виртуалды ассистенттер, кәсіби лексика.

Резюме

В статье рассматривается изучение иностранного языка студентами неязыковых специальностей с использованием технологий искусственного интеллекта (ИИ). Особое внимание уделяется формированию иноязычной культуры и профессиональной языковой компетенции с учетом предметной области студентов. Определены теоретические и практические проблемы, связанные с интеграцией ИИ в процесс обучения, что позволяет учитывать культурологическую составляющую в языковом образовании. ИИ-ориентированные технологии, такие как интеллектуальные обучающие системы (ITS), обработка естественного языка (NLP) и системы распознавания речи, способствуют персонализированному и адаптивному изучению иностранного языка. Эти инструменты помогают студентам осваивать профессиональную лексику, улучшать произношение и практиковать устную речь в контексте будущей специальности. Виртуальные ассистенты и AI-чат-боты создают интерактивную языковую среду, позволяя студентам отрабатывать коммуникативные навыки без необходимости постоянного контроля со стороны преподавателя.

Применение ИИ в обучении иностранным языкам студентов неязыковых специальностей способствует более эффективному освоению профессиональной лексики, пониманию терминологии и развитию навыков межкультурной коммуникации. Дальнейшие исследования должны быть направлены на анализ долгосрочного воздействия ИИ на качество языковой подготовки и внедрение новых AI-инструментов, таких как разговорные агенты и виртуальные классы, для совершенствования обучения.

Ключевые слова: искусственный интеллект, обучение иностранному языку, неязыковые специальности, интеллектуальные обучающие системы, виртуальные ассистенты, профессиональная лексика.

In today's globalized world, proficiency in a foreign language is an essential skill, even for students pursuing non-linguistic disciplines such as engineering, medicine, or business. However, traditional language learning methods may not align with the specific needs of these students, who require a more practical and subject-oriented approach. Artificial Intelligence (AI) is emerging as a powerful tool to bridge this gap, offering personalized, adaptive, and context-specific language learning experiences.

AI-powered intelligent tutoring systems (ITS) can tailor language instruction based on a student's academic field, providing technical vocabulary and real-world scenarios relevant to their profession. Natural Language Processing (NLP) enables AI systems to analyze students' writing and speaking patterns, offering real-time corrections and contextual vocabulary suggestions. For instance, an engineering student can receive AI-generated exercises focusing on industry-specific terminology, while a medical student can engage in AI-driven dialogues simulating patient-doctor interactions.

Moreover, AI-driven speech recognition software helps non-linguistic students improve pronunciation and fluency, enabling them to practice communication skills without the need for constant teacher supervision. Machine learning algorithms analyze speech patterns, offering instant feedback on pronunciation, stress, and intonation, which is particularly beneficial for students who struggle with verbal communication in a foreign language.

Virtual assistants and AI-powered chatbots further enhance foreign language acquisition by allowing students to engage in simulated conversations, making learning more interactive and immersive. Additionally, AI-based translation tools assist students in understanding technical literature in different languages, supporting their academic and professional growth.

This study examines the role of AI in enhancing foreign language acquisition for non-linguistic students, emphasizing the benefits of adaptive learning, personalized feedback, and AI-driven practical applications. As AI continues to evolve, its integration into language education will become increasingly indispensable, ensuring that students from various academic backgrounds acquire the linguistic competence needed for their future careers.

Formation of foreign language competence of students of non-linguistic specialties is one of the goals in learning a foreign language. Foreign language competence is considered as the most important and required competence, the need for its development specialists enhanced by the emergence of a wide network of communication systems and access to the international level of professional and business communications both in real and virtual space. So there is a problem of social and professional adaptation of students before teachers of foreign languages and teach them how to communicate in the socio-cultural sphere.

The typical goals and objectives of foreign language training of students studying at non-linguistic specialties of higher education institutions of the Republic of Kazakhstan are constantly changed due to the fast-paced world and the increasing demands for social and professional communication. At present there form such conditions in which the quality and level of training of a modern specialist are assessed. The formation of the communicative competence of the future specialist is the main goal of teaching a foreign language in non-linguistic specialties at higher education institution in accordance with the new needs of society and universal requirements establishing for the level of foreign language proficiency at the international level. This competency will allow them to use a foreign language as a means of professional and interpersonal communication in future.

In view of the fact that the culture of a person is a product of its action, and being aware of the factors that stipulate the character of a person's future action, namely: values that incline towards active creative activity, meanings of activity, attitude to environment, experience of activity, traditions and customs of its application, we defined such structure of a culture-universal competence of non-linguistic specialties students as: cognitive, moral, communicative, intercultural competences.

The end of the twentieth and the beginning of the XXI century marked a new stage in the

development of methods of teaching foreign languages in the post-Soviet space. Democratic processes in the USSR proclaimed by M.S. Gorbachev, then the collapse of the Soviet Union, political changes on the European continent changed the social order of society for teaching foreign languages. A foreign language suddenly turned into a means of communication, moreover, a means of survival. As it turned out, not only Foreign Secretary, but also ordinary people needed to know a foreign language. The social significance of a foreign language and foreign language education has changed.

Firstly, the goal of learning a foreign language has radically changed it was not reading and translating a text based on the studied grammar and vocabulary, but lively, real communication. In a Soviet school and university foreign language skills were taught like skills «with a dictionary». Students could not translate texts and speak fluently. They had to turn to the dictionary. The methodology was dominated by the classical method teaching a foreign language was reduced to a thorough study of grammar rules and exceptions to the rules, reading, translation and retelling of the text, answers to previously asked questions. This approach was dictated by the socio-political realities of Soviet society. Today we live in a different society, where globalization and international integration dictate their own rules of life and learning, including a foreign language. Foreign languages are today priority in the education system and professional activities of people. The emphasis in determining the purpose of training has shifted to communication in oral and written form. There is no need to achieve years of purity of pronunciation and grammatical correctness even in the context of university language education, since it has come to understand that accent, grammatical and stylistic errors are inevitable for students of a foreign language.

Secondly, today, not only graduates of linguistic specialties, but also graduates of nonlinguistic specialties of universities, and, moreover, graduates of schools, should be able to speak a foreign language. This task is realized in Kazakhstan to a greater extent in Nazarbayev schools, Nazarbayev University, in the language specialties of universities. In non-linguistic specialties of universities under the multilingualism program in Kazakhstan, a number of disciplines are taught in English along with teaching English for 2-3 semesters, depending on the specialty. In non-linguistic specialties of universities under the multilingualism program in Kazakhstan, a number of disciplines are taught in English along with teaching English for 2-3 semesters, depending on the specialty. However, with poor school preparation, achieving an optimal level of understanding of theoretical material in the specialty in English is achieved only by a small percentage of students. It should also be noted that teaching a foreign language to students of non-linguistic specialties is carried out according to textbooks that do not have a communicative orientation.

Thirdly, the emphasis in learning has shifted from language to speech, and this circumstance has radically changed the content of teaching foreign languages in Kazakhstan. The Concept for the Development of Foreign Language Education, adopted on the basis of the Common European Framework of Reference for Foreign Languages, adopted in 2006, played an important role in transforming the process of teaching foreign languages at school and university, as Kazakhstan began to switch to level teaching of foreign languages according to the European model, changes followed in state programs and standards of foreign language education.

Fourth, the signing by the Kazakhstan of the Bologna Declaration (2010) and European language competencies had a significant impact on changing methods and approaches to teaching foreign languages, in particular, the introduction of new technological areas into the educational process began; updating the content of teaching foreign languages; received theoretical justification for new methods of teaching foreign languages; new forms of monitoring learning outcomes, etc., have been developed and are being introduced. Famous Kazakhstani scientist S.S. Kunanbayeva developed the conceptual foundations of cognitive linguistics in the formation of a multilingual personality, disclosed the features of the methodology and theory of modern foreign language education The purpose of foreign language education is defined by it as “the formation of intercultural and communicative competence of students of language specialties in the process of foreign language education at the levels of basic sufficiency, basic standard, super-basic standard”

[1].

Fifth, a distinctive feature of the modern approach to foreign language education is the emphasis on intercultural communication, not only as the ultimate goal of learning, but also on the process of teaching foreign languages. In Germany, G. Neuner and G. Gunfeld were among the first to develop this approach. In the Soviet-Russian methodology, priority in the development of this problem belongs to S.G. Ter-Minasova [2].

Intercultural education is carried out primarily through the texts of another culture, the language of which we are studying. This is the process of learning an unfamiliar language in the light of people who speak that language, their historical and cultural experience. In this process, the rapprochement of two cultures occurs native and foreign, since learning a foreign language involves not only working with unfamiliar words and structures, but also the assimilation of a different mentality, other cultural concepts and moral values S.G. Ter-Minasova emphasizes that in the process of teaching a foreign language it is necessary to take into account two national principles of teaching foreign languages: national priorities and identifies, which are also acceptable for Kazakhstan.

The results of the final stage of the experiment showed positive changes in personal and professional qualities of non-linguistic specialties students.

Now there is a process of correction of the content of textbooks of English and other foreign languages. This applies to the subject of the textbook, and the ratio of language and speech exercises, the structure of the topic, this is the place of grammar in the process of teaching intercultural communication, the ratio of authentic and educational information in each topic, etc.

One of the main characteristics of the content of modern foreign language education in Kazakhstan is information and communication technology. New technological capabilities of foreign language education became possible thanks to the digital revolution, which began in the 50s of the twentieth century with the transition from analog to digital method of processing, storage and transmission of information. Even then, digital television, photo, video and audio equipment appeared in Europe and America, which contributed to the technological re-equipment of the entire education system. Today, the scientific and technological revolution has come to secondary and higher education in Kazakhstan.

Information and communication technologies make it possible to radically update the content of the educational process in a foreign language, to make it more effective, interesting, individualized and productive. They represent, in essence, the new content of instruction: electronic textbooks, electronic dictionaries and instructional websites containing phonetic, lexical, grammatical, textual content in various forms available for students of any level of training. Thanks to them, students have access to classroom texts, chat rooms, video and audio communication, online learning, which helps to improve their speech skills and abilities, removes psychological barriers, increases self-esteem, promotes self-organization and self-development. In our opinion, innovations should be considered in the professional community of teachers and answer the question what competencies and skills a modern foreign language teacher should possess. The source of ideas for developing innovative approaches is a teacher. Textbooks and teaching materials play an important role in motivating students. The technological progress of the 21st century has significantly changed the content of modern education, teaching aids, technologies and teaching methods. Currently, almost all training materials are available in digital format on a global network, but the traditional textbook remains one of the main sources of basic information for students [3].

Nowadays a person cannot develop himself / herself within national borders only as a large number of countries collaborate in the context of economic integration. Hence, the cultural exchange increases and makes it possible to understand the cultural peculiarities of one nationality by another, prevent problems and conflicts of understanding between people and states. The development of culture-universal competence in the process of teaching English non-linguistic specialties students which focuses on values of civil society and a free, creative person is the key factor of higher education modernization since the cultural component of education is aimed at a personality, development of his / her feelings, interests, and abilities [4]. The process involves the

comparison of value, normative, moral, language and cultural systems, within which similar and distinguishing features are examined. Therefore, the main aim of education is to get the personality involved in the culture. To draw the conclusion, the use of speech situations is an important condition for the formation of foreign language competence in the training of students of non-linguistic specialties. Also great importance is given to simulating and simulation types of communication in creating situations, which is confirmed by the practice.

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AI-DRIVEN LINGUISTIC AND PEDAGOGICAL STRATEGIES FOR TEACHING FOREIGN LANGUAGE TEXTS

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Түйіндеме

Шетел тіліндегі мәтіндерді оқыту – тілдік дағдыларды дамыту, сөздік қорды кеңейту және мәдениетті түсінуді жақсартудың маңызды бөлігі. Бұл мақалада лексикалық тәсіл, морфологиялық және синтаксистік талдау, дискурс анализі, интерактивті оқу әдістері мен тапсырмаларға негізделген оқыту сияқты лингвистикалық және педагогикалық стратегиялар қарастырылады. Сонымен қатар, тіл үйрену үдерісінде технологияларды пайдаланудың маңыздылығы атап өтіледі.Кілт сөздер: әлеуметтену, дидактикалық мәтін, қарым-қатынас саласы, мәдениет.

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

Резюме

Обучение текстам на иностранном языке играет важную роль в развитии языковых навыков, расширении словарного запаса и понимании культуры. В статье рассматриваются лингвистические и педагогические стратегии, включая лексический подход, морфологический и синтаксический анализ, анализ дискурса, интерактивные методы чтения и обучение на основе задач. Кроме того, подчеркивается значимость использования технологий в процессе изучения языка.

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

The integration of Artificial Intelligence (AI) in linguistic and pedagogical strategies for teaching foreign language texts is transforming traditional language education. AI-powered tools provide personalized learning pathways, real-time feedback, and adaptive content, enhancing students' ability to comprehend and analyze foreign language texts more effectively.

One of the key AI applications in teaching foreign language texts is Natural Language Processing (NLP), which assists students in understanding vocabulary, syntax, and contextual meaning. AI-based reading assistants analyze sentence structures, suggest synonyms, and offer explanations for complex linguistic phenomena, making text interpretation more accessible. Additionally, speech recognition technology helps students improve pronunciation and reading

fluency by offering corrective feedback in real time. AI-driven intelligent tutoring systems (ITS) adapt instructional materials to individual learning needs, ensuring that students engage with texts at an appropriate difficulty level. These systems track learners' progress and provide contextualized exercises, comprehension quizzes, and interactive discussions to reinforce language acquisition. Gamification techniques and AI-powered chatbots further enhance engagement, allowing students to practice text interpretation through simulated conversations and interactive storytelling.

Moreover, machine learning algorithms can analyze students' reading patterns and comprehension levels, generating customized recommendations for additional reading materials that align with their linguistic proficiency. AI-powered platforms can also facilitate cross-cultural literacy by offering insights into historical, social, and cultural contexts embedded within foreign language texts. The future of AI in teaching foreign language texts lies in the development of more sophisticated AI-driven virtual classrooms and immersive augmented reality (AR) environments, where students can interact with foreign language texts in realistic settings. Research should focus on the long-term impact of AI on reading comprehension and explore how AI can further bridge linguistic and cultural gaps in foreign language education.

Teaching foreign language texts is a crucial component of language education, as it enhances students' comprehension, vocabulary acquisition, and cultural understanding. Effective instruction requires a combination of linguistic and pedagogical strategies that cater to different learning styles and proficiency levels. The lexical approach plays a significant role in text comprehension, emphasizing vocabulary and phraseology. Pre-teaching key vocabulary, encouraging contextual guessing techniques, and focusing on collocation and chunking exercises help students grasp essential linguistic elements. Additionally, encouraging extensive reading and exposure to authentic texts supports deeper language acquisition and retention.

Morphological and syntactic analysis is another vital aspect of language learning, as understanding word formation and sentence structure supports text interpretation. Teaching prefixes, suffixes, and roots, parsing complex sentences, and providing grammar scaffolding facilitate better comprehension. Sentence diagramming and the use of visual aids such as mind maps can further help students break down complex grammatical structures. Additionally, contrastive analysis between the students' native language and the target language can aid in identifying key differences and common errors.

Discourse analysis aids in recognizing coherence and cohesion within texts. Identifying discourse markers, analyzing text organization, and understanding genre-specific conventions contribute to students' ability to navigate different textual structures. Teaching students to recognize narrative structures, expository frameworks, and argumentative patterns enhances their ability to engage with diverse text types. The use of summarization and paraphrasing exercises reinforces comprehension and critical thinking.

Pedagogical strategies, including interactive reading techniques, further enhance learning outcomes. Guided reading, think-aloud strategies, and annotation exercises engage students actively. Encouraging collaborative reading activities, such as paired reading and group discussions, fosters a deeper understanding of texts. Task-based learning (TBL) encourages meaningful interaction with texts, incorporating pre-reading predictions, comprehension tasks, and post-reading discussions. Role-playing, debates, and creative writing exercises related to the texts can further enrich the learning experience.

Additionally, technology-enhanced learning supports students through online dictionaries, interactive reading platforms, and audiobooks, making language learning more accessible and effective. Digital storytelling, podcasts, and multimedia texts provide varied input that caters to different learning styles. Using AI-powered language tools and gamified learning apps can also motivate students and reinforce comprehension skills. Teachers can implement adaptive learning systems that personalize reading recommendations and track progress.

A combination of linguistic and pedagogical strategies is essential for effective foreign language text instruction. By integrating vocabulary development, syntactic analysis, discourse comprehension, interactive reading techniques, task-based learning, and technological resources,

educators can create an enriching learning experience that enhances students' linguistic proficiency and cultural awareness. Regular assessment and feedback mechanisms, including comprehension quizzes, open-ended discussions, and reflective journals, ensure continuous progress and adaptation of instructional methods.

Biryukova M.S. notes that "the precedent text of pedagogical discourse is the didactic text" [1, 21]. The purpose of pedagogical discourse is to socialize a new member of society. The key values of this type of discourse can be explained by its system-forming attitude. They receive expression through axiological protocol sentences, i.e. statements in which there are markers of obligation (must, must, should) and positive values. Strategies of pedagogical discourse are represented by communicative attitudes that specify the key goal of an individual's socialization to turn him into a member of society who shares the system of opinions, norms, values and knowledge of a given society.

Communication strategies proposed by Biryukova M.S: explaining, evaluating, controlling, facilitating, organizing. Explanatory intentions of a consistent nature, aimed at communicating to the individual opinions and knowledge about reality. Through the evaluation strategy, the significance of the teacher in society, his status and role are expressed, which is realized in the right of the teacher to evaluate the circumstances, events and characters discussed in the learning process, to evaluate the student's achievements. The controlling strategy is a multidimensional installation. It involves the acquisition of objective information, the development of skills, the study and adoption of a value system. This feedback interaction is expressed in checking readiness to receive new information, in monitoring understanding during explanations and after presenting new information.

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

A significant question arises of the criteria for selecting educational texts, regardless of narrow and general definitions of the text. It is necessary to note the coherence and integrity of the text, since these criteria highlight I.R. Galperin, Z.Ya. Turaeva. A detailed typology is known, which contains the characteristics of a text of a universal nature: coherence, cohesion, intentionality, perceptibility, situationality, informativeness, intertextuality. Vezhbitskaya A notes that "printed texts for reading are selected taking into account the specified criteria, and they must also be in a small format" [4, 287].

Vereshchagin E.M. notes that "small-format text (SFT) is characterized by isolation, intertextuality, pragmatic functionality, formal and semantic self-sufficiency, thematic certainty and completeness, information content, a certain meaning of creation and general intent". Vereshchagin E.M. points out that "small-format texts function within the boundaries of a variety of closely related discursive practices, which is objectively reflected in the intense interference of discourses and precedent as a factor indicating the stability of the linguocultural component" [5, 179]. The text is a universal didactic unit that makes it possible to merge two key vectors: mastery of the system of linguistic means and mastery of the rules and norms of communication. The role of text in teaching all types of speech activity is valuable. A complete text is capable of expressing a complete thought, supplies material for speech practice, makes it possible to demonstrate a dictionary, a source of information, and solves the educational and educational goals of the lesson. Each English lesson should ideally include work with printed text. This type of work is compatible with any English language plan and program. Each phenomenon of language is studied, first of all, using textual information, theoretical postulates are tested in practical functioning, students clearly understand

how the laws and rules of language are implemented in practical work.

Gorodetskaya L.A. notes that “the universal human concepts discussed in a didactic text on a foreign language call for dialogue, that is, they contribute to the spiritual communication of people, as a result of which the degree of appeal to the reader is very high”. As a consequence of the contact between the author and the addressee, their dialogue, dialogism appears in a hidden form [6, 48]. Arutyunova N.D. notes that “dialogicity, a property of the text, is also the interaction of the semantic positions of communicants” [7, 913]. Of course, a number of requirements are imposed on the text as the key didactic unit of teaching English. First of all, in the process of text analysis there should be an interconnection between all sections of the English language course. The text should provide detailed implementation of different types of spellings, and all types of parsing should be demonstrated. Texts that are offered in English classes should act as a model in linguistic, thematic and ideological terms. They must demonstrate the uniqueness, imagery and expressiveness of the English language. In the process of studying known methods of teaching English in a secondary educational institution, it was revealed that no detailed characteristics of English language teaching resources were presented based on the developed classification of educational texts.

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

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

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UDC 021.01

THE USE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE LEARNING AMONG BUSINESS ADMINISTRATION AND MANAGEMENT STUDENTS

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Түйіндеме

Ғаламдану және білім беру саласындағы цифрландыру жағдайында шет тілін меңгеру болашақ бизнес пен басқару саласындағы мамандар үшін маңызды дағдыға айналуда. Бұл мақалада Business Administration and Management бағытындағы студенттердің шет тілін меңгеруінде жасанды интеллект (ЖИ) технологияларының рөлі мен тиімділігі қарастырылады. Duolingo, ELSA Speak, ChatGPT және Grammarly сияқты ЖИ платформаларының мүмкіндіктері мен студенттер арасында жүргізілген сауалнама нәтижелері талданды. Зерттеу нәтижелері бойынша ЖИ жеке оқыту траекториясын қамтамасыз етеді, оқуға ынталандырады, мәдениетаралық құзыреттілікті дамытады және шынайы бизнес-коммуникация дағдыларын жетілдіреді. Мақалада ЖИ-ды бизнес білім беру бағдарламаларына енгізу мүмкіндіктері мен болашағы талқыланады.

Кілт сөздер: жасанды интеллект, шет тілі, бизнес-білім, студенттер, мотивация, дербестендіру, іскерлік қарым-қатынас, мәдениетаралық құзыреттілік

Аннотация

В условиях глобализации и цифровизации образования владение иностранным языком становится важным компонентом подготовки будущих специалистов в области управления и бизнеса. В данной работе исследуется влияние технологий искусственного интеллекта (ИИ) на процесс изучения иностранных языков у студентов направления Business Administration and Management. Проанализированы современные AI-платформы, такие как Duolingo, ELSA Speak, ChatGPT и Grammarly, а также результаты опроса студентов. Исследование показало, что ИИ способствует индивидуализации обучения, повышает мотивацию, развивает межкультурную компетенцию и практические навыки делового общения. Обсуждаются перспективы интеграции ИИ в образовательные программы бизнес-специальностей.

Ключевые слова: искусственный интеллект, иностранные языки, бизнес-образование, студенты, мотивация, персонализация, деловая коммуникация, межкультурная компетенция

Introduction. The 21st-century business environment is increasingly shaped by globalization, technological advancement, and the internationalization of markets. Today's enterprises operate across national borders, engage in multicultural partnerships, and rely heavily on effective communication in diverse linguistic contexts. Consequently, multilingual competence is no longer a supplementary skill but a critical asset for professionals in Business Administration and Management. English, as the lingua franca of global business, plays a particularly dominant role; however, proficiency in other major languages such as Mandarin, Spanish, or German can also provide a competitive advantage.

Traditional methods of language instruction typically based on grammar-translation models, memorization, and teacher-led instruction often do not align with the dynamic and interactive nature of modern business communication. These approaches may lack contextual relevance, fail to provide real-time practice opportunities, and do not always account for individual learner differences. As a result, business students may graduate with theoretical knowledge of a foreign language but remain unprepared for spontaneous, professional communication in real-world international settings [1].

The integration of Artificial Intelligence (AI) into language education introduces transformative possibilities. AI technologies are capable of delivering adaptive learning experiences that respond to each student's pace, preferences, and performance. Advanced Natural Language Processing (NLP) systems can simulate realistic dialogues, analyze pronunciation, correct grammar and syntax in real time, and offer culturally contextualized responses functions that are especially beneficial for preparing students for cross-cultural business interactions.

Moreover, AI tools facilitate greater learner autonomy. Students are no longer bound by classroom hours or instructor availability; they can access intelligent tutors 24/7, receive instant feedback, and engage in interactive simulations that mirror real business scenarios—such as negotiating contracts, writing formal emails, or participating in virtual meetings. In addition, AI

platforms often employ gamification, voice recognition, and sentiment analysis to increase motivation and enhance engagement [2]

From a pedagogical perspective, the use of AI in foreign language instruction aligns with constructivist and communicative approaches, emphasizing active, contextual learning and meaningful use of language. For business schools, the adoption of AI-supported tools represents not only an innovation in language learning, but also a strategic investment in the development of globally competent graduates who are capable of leading in multicultural environments.

The present study aims to examine the contribution of AI-powered technologies to foreign language learning among students enrolled in Business Administration and Management programs. Specifically, it investigates how AI facilitates the acquisition of communication skills relevant to business contexts, promotes intercultural awareness, and supports independent, lifelong learning. The study also evaluates student perceptions and the effectiveness of specific AI platforms in delivering these outcomes.

Methodology. To explore the impact of Artificial Intelligence (AI) on language learning within the context of business education, a mixed-method research approach was employed. This methodology combined both quantitative and qualitative data collection techniques to provide a comprehensive analysis of AI's role in enhancing foreign language learning for students in Business Administration and Management programs.

A significant component of the research involved a literature review, which sought to synthesize existing academic work on the intersection of AI, language acquisition, and business pedagogy. A thorough review of scholarly articles, conference papers, and white papers published between 2015 and 2024 was conducted. Key academic databases such as JSTOR, Scopus, ERIC, and Google Scholar were utilized to gather sources relevant to the application of AI in educational contexts, particularly in the domains of foreign language learning and business education. The review focused on understanding the theoretical frameworks, practical applications, and outcomes of AI technologies in these areas [3].

In addition to the literature review, the study involved a detailed analysis of AI language learning tools. Several widely-used platforms were selected for evaluation based on their relevance to business language education and their integration of AI-driven features. These platforms included:

1. Duolingo, known for its gamified approach to vocabulary and grammar acquisition, where AI tracks learner progress and adapts the difficulty of exercises accordingly.
2. ELSA Speak, an AI-based pronunciation coach designed specifically for business English, which provides real-time feedback on speech clarity and accent.
3. ChatGPT, a natural language processing tool that simulates business conversations, role-playing exercises, and writing assistance, offering real-time, context-sensitive feedback for business communication.
4. Grammarly, an AI-powered writing assistant that helps users improve their formal business communication by detecting grammar, punctuation, and style errors.

Finally, to gain insights into the real-world usage and effectiveness of these tools, an online survey was conducted with 84 undergraduate students enrolled in the Business Administration and Management program at a large public university in Russia. The survey consisted of both Likert-scale and open-ended questions, designed to assess students' experiences with AI-powered language learning tools. The quantitative data collected from the Likert-scale questions provided measurable insights into students' perceptions of the effectiveness, ease of use, and impact of the AI tools on their language learning. The open-ended questions allowed students to offer more nuanced responses regarding their personal experiences, challenges, and perceived benefits of using AI tools for business language learning [4]

The combination of a literature review, tool analysis, and student survey allowed for a comprehensive understanding of the impact of AI on foreign language education for business students, offering both theoretical insights and practical evidence regarding the integration of AI in business education curricula.

The analysis of the survey results revealed several key findings regarding the impact of AI-powered tools on foreign language learning for business students. The data showed that these tools contributed to significant improvements in motivation, business communication skills, personalized learning experiences, and intercultural competence.

A majority of the respondents, specifically 82%, indicated that AI-based tools made language learning more enjoyable and less stressful. Features such as gamification, instant feedback, and voice interaction were particularly effective in increasing their motivation to engage with the material regularly. These tools transformed language learning from a traditional, often monotonous task into an interactive and dynamic experience. Students appreciated the ability to practice on their own terms, as the tools offered immediate feedback and a sense of accomplishment, which was not always available through traditional methods.

The survey also highlighted that over 70% of students felt that AI tools significantly enhanced their business communication skills. These students reported improvements in tasks such as writing business emails, preparing presentations, and simulating negotiations. Tools like ChatGPT, for example, were frequently mentioned as particularly useful for practicing professional dialogues and refining language used in real-world business scenarios. The ability to engage in realistic role-plays and receive feedback on their language use allowed students to develop the confidence needed for professional communication.

Another important finding was the contribution of AI tools to personalized learning. 78% of respondents noted that the customized feedback and learning materials provided by the AI platforms were extremely beneficial to their language learning process. Features such as speech recognition, adaptive grammar drills, and context-based vocabulary enabled students to focus on their individual weaknesses and strengths. The tools adjusted to their progress, ensuring that learning materials were always at an appropriate level, which helped students improve more efficiently than in a traditional classroom setting.

Finally, the development of intercultural competence emerged as a significant outcome. Students reported that AI tools exposed them to culturally nuanced language usage, helping them understand how business communication styles differ across various regions. Contextual simulations and content adaptation based on global norms allowed students to engage with language in ways that reflected real-world cross-cultural interactions. This helped students become more aware of the subtleties in business language, such as formality levels, negotiation tactics, and culturally appropriate expressions, which are critical for success in international business environments.

These results suggest that AI-powered tools can provide business students with a more engaging, personalized, and contextually relevant language learning experience. The tools not only improve technical language skills but also help students navigate the cultural complexities inherent in global business communication.

Discussion. The findings of this study strongly affirm the transformative impact of Artificial Intelligence (AI) technologies on foreign language education for students in Business Administration and Management. The ability of AI-powered tools to deliver real-time, context-sensitive feedback is especially valuable in business contexts, where accuracy, appropriateness, and speed of communication are essential. These tools help bridge the gap between theoretical knowledge and practical language application, preparing students for the dynamic communication demands of the global business world.

A major contribution of AI to language learning is its capacity to promote learner autonomy. Students can take control of their learning process, choosing when, where, and how they study. This flexibility is particularly important in business education, where learners often balance coursework with internships, part-time jobs, and extracurricular commitments. AI systems adjust to individual learner progress, identifying gaps in knowledge and adapting instructional content in real time. This adaptive personalization not only enhances learning efficiency but also supports student motivation and long-term retention of language skills.

Another critical dimension highlighted by the research is the development of intercultural

competence. Language is deeply intertwined with culture, and successful communication in a business context requires an understanding of implicit norms, etiquette, and communication styles across different cultures. AI-powered platforms, especially those employing natural language processing and machine learning, can expose students to varied accents, cultural references, and interaction scenarios. For example, simulated meetings with virtual clients from different regions can train students to navigate subtle differences in communication strategies such as levels of formality, negotiation tactics, or feedback delivery.

However, while the benefits are considerable, the study also identifies notable limitations and challenges. One of the foremost concerns is the issue of digital inequality. Students with limited access to high-speed internet, modern devices, or digital literacy may struggle to engage effectively with AI tools, widening the educational gap. Therefore, equal access to digital resources should be a priority when implementing AI in curricula.

Another potential drawback is overreliance on automation. While AI can greatly enhance learning, excessive dependence on machine-generated responses may inhibit the development of deeper cognitive skills such as critical thinking, nuanced expression, and creative use of language—skills that are essential in complex business interactions. Educators must ensure that AI acts as a supplement, not a substitute, to human instruction and spontaneous communication.

Moreover, ethical considerations must not be overlooked. AI systems, particularly those that rely on large language models, raise important concerns regarding data privacy, surveillance, and algorithmic bias. Language learners may unwittingly share sensitive personal data, and feedback generated by AI may be shaped by cultural or linguistic biases embedded in training datasets. Transparency in how these systems work, as well as clear policies regarding user data, are essential to building trust and ensuring responsible use.

Finally, institutional readiness plays a key role in the successful deployment of AI in language education. Without proper training for educators and consistent technical support, even the most advanced tools may fail to deliver their intended benefits. Faculty members must be equipped with both digital competence and pedagogical strategies for integrating AI into communicative and business-oriented language instruction.

In summary, while AI offers unprecedented opportunities for enhancing foreign language education among business students, its successful implementation requires thoughtful integration, ethical oversight, and continuous pedagogical innovation. A hybrid approach that combines the strengths of AI technologies with human-centered teaching will likely yield the most sustainable and impactful outcomes.

Artificial Intelligence (AI) represents a paradigm shift in the way foreign languages are taught and learned, especially within the context of business education. As globalization continues to redefine market boundaries and workplace expectations, the demand for multilingual, culturally aware professionals has grown exponentially. Within this framework, AI emerges as a powerful educational ally capable of enhancing not only linguistic competence, but also critical soft skills required in international business settings such as cross-cultural communication, adaptability, and problem-solving.

The integration of AI into the curricula of *Business Administration and Management* programs offers numerous benefits. It allows for the creation of personalized learning paths that accommodate different learning styles and paces. It enhances engagement through interactive technologies such as chatbots, speech recognition, and gamified experiences. Perhaps most importantly, it provides real-world applications through simulations and intelligent feedback mechanisms that mirror the communicative demands of global business environments [5]

AI tools such as ChatGPT, ELSA Speak, Grammarly, and others support the development of core professional communication skills writing formal emails, preparing business presentations, engaging in negotiations, and understanding cultural nuances in language. This equips students not only with theoretical knowledge but with the practical fluency and confidence required for active participation in global markets.

However, the successful implementation of AI in foreign language education requires

thoughtful planning and institutional commitment. Universities and business schools must invest in reliable digital infrastructure, develop training programs for faculty to effectively use AI tools, and provide ongoing support to students navigating these technologies. It is equally important to establish ethical guidelines concerning data usage, privacy, and potential biases within AI algorithms [6]

Moreover, future research should move beyond short-term learning outcomes and explore the longitudinal impact of AI-assisted language education. Key questions remain: To what extent do AI-supported learners retain their skills in professional environments? How do these tools influence career mobility, international employability, and workplace integration over time? Answers to these questions will help shape evidence-based strategies for sustainable AI integration in business education.

In conclusion, AI is not a replacement for traditional pedagogy or human instructors, but rather a strategic enhancement that can elevate the quality, efficiency, and relevance of language education for business students. When implemented with pedagogical insight and technological responsibility, AI has the potential to redefine how future business leaders learn to communicate empowering them to succeed in an increasingly interconnected and multilingual

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UDC 881.21

ULUSLARARASI TICARET VE LOJISTIK ÖĞRENCILERI İÇIN YAPAY ZEKANIN YABANCI DIL ÖĞRENIMINDEKI ROLÜ

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Түйіндеме

Ғаламдық экономика мен цифрландыру жағдайында халықаралық сауда және логистика мамандығы бойынша шет тілдерін меңгеру кәсіби табыстың маңызды факторына айналды. Мақалада халықаралық сауда және логистика студенттеріне шет тілдерін оқытуда жасанды интеллекттің (ЖИ) рөлі қарастырылады. ЖИ технологиялары, мысалы, жеке оқу құралдары, нақты іскерлік жағдайларды симуляциялау және қателерді автоматты түрде түзету, студенттерге халықаралық деңгейде тиімді жұмыс істеу үшін қажетті тілдік және мәдени құзыреттерді дамытуға көмектеседі. Алайда, ЖИ-ді оқытуда технологияларға тәуелділік және алгоритмдердің мәдени сезімталдығы сияқты қиындықтар да бар. Дегенмен, ЖИ технологияларын білім беру процесіне енгізу жаһандық нарықтарда тиімді жұмыс істей алатын мамандарды даярлауда жаңа мүмкіндіктер ашады.

Кілт сөздер: жасанды интеллект, шет тілдерін үйрену, халықаралық сауда, логистика,

мәдени құзырет, симуляциялар, технологиялар.

Аннотация

В условиях глобализации и цифровизации мира международной торговли и логистики, знание иностранных языков становится ключевым фактором успешной карьеры. В статье рассматривается роль искусственного интеллекта (ИИ) в обучении иностранным языкам для студентов специальности «Международная торговля и логистика». ИИ-технологии, такие как персонализированные языковые инструменты, симуляции реальных бизнес-ситуаций и автоматическое исправление ошибок, помогают студентам развивать навыки общения и культурной компетенции, необходимые для успешной работы в международной среде. Однако использование ИИ в обучении не лишено вызовов, таких как зависимость от технологий и необходимость в культурной чувствительности алгоритмов. Тем не менее, внедрение ИИ в образовательный процесс открывает новые возможности для подготовки профессионалов, способных эффективно работать на глобальных рынках.

Ключевые слова: искусственный интеллект, обучение иностранным языкам, международная торговля, логистика, культурная компетенция, симуляции, технологии.

Giriş. Bugünün küreselleşmiş dünyasında, uluslararası ticaret ve lojistik profesyonelleri sınırlar ve kültürler arası etkili bir şekilde iletişim kurabilmelidir. Yabancı dilde yeterlilik, uluslararası pazarlarda başarı için artık sadece bir avantaj değil, bir gerekliliktir. Ancak, dil öğrenmenin geleneksel yöntemleri, genellikle sınıf ortamlarında ve katı müfredatlar altında, öğrencilerin iş dünyasında hızlı tempolu ticaret iletişimine hazırlanmalarına yeterli olmamaktadır. İşte bu noktada Yapay Zeka (YZ) devreye giriyor ve kişiselleştirilmiş, etkileşimli ve anında geri bildirim sistemleriyle dil öğrenimini geliştirme yolları sunuyor (Godwin-Jones, 2018).

Yapay Zeka teknolojileri, yabancı dil bilgisi ile gerçek dünya iş ortamlarında gerekli pratik beceriler arasındaki boşluğu kapatmak için benzersiz fırsatlar sunmaktadır. Uluslararası ticaret ve lojistik bölümünde öğrenim gören öğrenciler için YZ destekli dil öğrenme araçları, gerçek iş senaryolarını simüle etmek, kültürler arası anlayışı artırmak ve etkili müzakereler, belgeler hazırlama ve küresel paydaşlarla işbirliği gibi iletişim becerilerini geliştirmek konusunda özellikle faydalıdır.[1]

Uluslararası Ticaret ve Lojistikte Yabancı Dil Yeteneklerinin Önemi

Uluslararası ticaret ve lojistik profesyonelleri, günlük olarak çeşitli kültürel ve dilsel geçmişlere sahip insanlarla etkileşimde bulunurlar. İngilizce, İspanyolca, Çince veya Fransızca gibi dillerde yeterlilik, iş müzakerelerini başarıyla sonuçlandırmayı, uluslararası müşterilerle ilişkileri geliştirmeyi ve lojistik süreçlerde sorunsuz iletişimi sağlamayı mümkün kılar (Sundqvist & Sylvén, 2016). Örneğin, dilin inceliklerini anlamak, sözleşmeler, ithalat/ihracat düzenlemeleri, tarifeler ve tedarik zinciri yönetimi gibi konularda yanlış anlamaların önlenmesine yardımcı olabilir.

İletişimin yanı sıra kültürel yeterlilik de uluslararası ticarette kritik bir faktördür. İş görme adabında, mülakat tarzlarında ve yasal çerçevelerdeki kültürel farklılıkları anlamak gereklidir. Yabancı dil bilgisi, uluslararası ticaretin pratik yönlerine yardımcı olmanın yanı sıra, kültürler arası iş ilişkilerinde empati ve güveni artırır (Byram, 2020).

YZ'nin Uluslararası Ticaret Öğrencileri İçin Yabancı Dil Öğrenimini Geliştirmedeki Rolü

Yapay Zeka, dil öğrenimini daha uyarlanabilir, kişiselleştirilmiş ve bağlama duyarlı hale getirerek büyük bir dönüşüm potansiyeli sunar. İşte YZ'nin uluslararası ticaret ve lojistik öğrencilerinin dil öğrenme deneyimlerini geliştirme konusunda nasıl kullanıldığına dair bazı ana yollar:

1. Kişiselleştirilmiş Öğrenme Yolları

YZ destekli dil öğrenme araçları, Duolingo, Babbel ve ELSA Speak gibi, bireysel öğrenme stillerine ve ihtiyaçlara göre uyarlanır. Bu araçlar, içeriği kişiselleştirir, ilerlemeyi takip eder ve öğrencilerin hangi alanlarda daha fazla gelişmeye ihtiyaç duyduğunu belirler. Uluslararası ticaret öğrencileri için bu, gemi taşımacılığı, gümrük, tarifeler gibi lojistikle ilgili terimler ve uluslararası sözleşmeler ile lojistik optimizasyonu gibi daha ileri düzey kavramlarla ilgili kelime dağarcığını öğrenmelerini sağlar (Popenici & Kerr, 2017).

2. Simülasyonlar Aracılığıyla Bağlamsal Öğrenme

YZ platformları, gerçek iş senaryolarını simüle edebilir, bu da uluslararası ticaret ve lojistik öğrencileri için özellikle faydalıdır. ChatGPT gibi araçlar ve YZ destekli sohbet robotları, iş müzakerelerini, sözleşme görüşmelerini ve ürün fiyatlandırma stratejilerini simüle edebilir, böylece öğrenciler iş konuşmalarını güvenli ve kontrollü bir ortamda pratiğe dökebilirler (Li, 2020). Bu simülasyonlar, uluslararası ticaret anlaşmalarının karmaşıklığını taklit edebilir; bu anlaşmalar, kültürel nüansların ve belirli terminolojilerin anlaşılmasını gerektirir. YZ'nin anında geri bildirim verme yeteneği, öğrencilerin iletişimlerini gerçek zamanlı olarak geliştirmelerine yardımcı olur.

3. Gelişmiş Kültürler Arası Yeterlilik

Dil yeterliliğinin yanı sıra, kültürler arası yeterlilik de uluslararası işte çok önemlidir. YZ araçları, etkileşimli simülasyonlar ve vaka çalışmalarları gibi araçlar, uluslararası ticaret ve lojistik öğrencilerinin kültürel farklılıkları aşmalarına yardımcı olur. Bu araçlar, öğrencilere farklı ülkelerdeki iş geleneklerini, iletişim tarzlarını ve kültürel beklentileri öğreten senaryolar sunar (Bennett, 2019). Örneğin, YZ, öğrenci ile uluslararası bir müşteri arasındaki görüşmeyi simüle edebilir ve mülakat tarzlarındaki, resmi dil kullanımındaki ve kabul edilebilir sosyal davranışlardaki farklılıkları vurgular.

4. Anında Geri Bildirim ve Telaffuz Düzeltmeleri

YZ destekli araçlar, ELSA Speak ve Grammarly gibi, dil bilgisi, kelime dağarcığı ve telaffuz için anında düzeltmeler sağlar. Uluslararası ticaret ve lojistikte, özellikle sunumlar yaparken, profesyonel e-postalar gönderirken veya telefon görüşmeleri yaparken netlik çok önemlidir. YZ araçları, telaffuz ve dil bilgisi hatalarını analiz eder ve düzeltici önerilerde bulunarak öğrencilerin becerilerini profesyonel dünyaya girmeden önce geliştirmelerine yardımcı olur (Ziegler ve diğ., 2020).

5. Küresel İçeriğe Erişim

YZ araçları, öğrencilere küresel haberleri, pazar trendlerini ve ticaret raporlarını birden fazla dilde erişilebilir kılar. Bu araçlar, belgeleri ve haber makalelerini otomatik olarak çevirebilir, böylece öğrencilerin yabancı dillerdeki küresel ticaret gelişmeleri hakkında bilgi sahibi olmalarını sağlar. Ayrıca, Google Translate ve DeepL gibi YZ platformları, öğrencilere farklı dillerdeki karmaşık yasal ve ticari jargonları anlamalarına yardımcı olarak, uluslararası müzakereler ve sözleşmeler için daha iyi donanımlı olmalarını sağlar [2]

Zorluklar ve Sınırlamalar

YZ'nin yabancı dil öğrenimine entegrasyonunun pek çok avantajı olsa da, bazı zorluklar ve sınırlamalar da mevcuttur. Örneğin, teknolojiye erişimi kısıtlı olan veya zayıf internet bağlantısı olan öğrenciler, YZ destekli araçlardan tam anlamıyla yararlanamayabilirler. Ayrıca, dil öğrenmede YZ'ye aşırı bağımlılık, öğrencilere gerçek dilde etkileşim ve pratik yapma fırsatını kısıtlayabilir, bu da otantik dil becerilerinin gelişmesine engel olabilir. YZ araçları, dil becerilerini geliştirmede büyük bir potansiyel sunarken, öğrencilerin gerçek yaşamda dil pratiği yapmalarını sağlayacak fırsatları sınırlayabilir. Dil öğrenme sürecinin başarılı olabilmesi için gerçek etkileşim ve kültürel bağlamda dil bilgisi kazanımı önemlidir.[3]

Bir diğer zorluk ise YZ sistemlerinin kültürel olarak duyarlı ve önyargılardan arınmış olmasını sağlamaktır. YZ araçları genellikle büyük veri setleri kullanılarak geliştirilir ve bu da kültürel stereotiplerin veya yanlış anlamaların yayılmasına neden olabilir. Bu tür önyargılar, öğrencilerin öğrenme süreçlerinde yanlış kültürel bilgiler edinmelerine yol açabilir. Yabancı dil öğrenme için tasarlanmış YZ platformlarının, kültürel farkındalıkla geliştirilmesi büyük önem taşımaktadır. YZ, dilin yanı sıra kültürel özellikleri de doğru bir şekilde aktarabilmeli ve öğrencilere küresel iş dünyasında başarılı olabilmeleri için gerekli kültürel hassasiyeti kazandırmalıdır.

Bir başka sınırlama, veri güvenliği ve gizliliği ile ilgilidir. YZ araçları, kullanıcı verilerini toplar ve analiz eder, ancak bu verilerin güvenliği büyük bir endişe kaynağıdır. Öğrencilerin kişisel verileri, özellikle sesli yanıtlar ve dil kullanımı gibi veriler, yanlış ellerde kötüye kullanılabilir. Bu durum, kullanıcıların gizliliğini tehlikeye atabilir. YZ tabanlı dil öğrenme araçları, kullanıcıların verilerini güvenli bir şekilde saklamalı ve şeffaflık ilkesine göre çalışmalıdır. Öğrencilerin güvenliği, bu tür teknolojilerin etkili bir şekilde benimsenmesi için kritik bir faktördür.

YZ'ye dayalı dil öğrenme araçları, öğrencilerin dil bilgisi hatalarını düzeltme konusunda

oldukça etkilidir, ancak her zaman doğru ve bağlama uygun geri bildirimler veremeyebilir. YZ, genellikle dil bilgisi kurallarına dayalı bir yaklaşım sergiler, ancak dilin inceliklerini ve sosyal bağlamdaki kullanımını anlamada yetersiz kalabilir. Bu nedenle, öğrencilerin dilsel becerilerini geliştirebilmeleri için, insan etkileşimi ve gerçek dil pratiği yapma fırsatları kaçınılmazdır. YZ araçları, dil öğretiminde faydalı olabilir, ancak öğrencilerin çok boyutlu dil becerileri geliştirebilmesi için yüz yüze etkileşim gereklidir.[4]

Eğitimde dijitalleşmenin artan bir hızla yayılmasına rağmen, bazı öğretim üyeleri veya kurumlar YZ tabanlı dil öğrenme araçlarını kullanmaya alışkın olmayabilirler. Bu durum, öğretmenlerin ve eğitmenlerin bu araçları nasıl kullanacakları konusunda eksik bilgi ve deneyime sahip olmalarına yol açabilir. Eğitimcilerin YZ'yi etkili bir şekilde kullanabilmesi için, teknolojiye dayalı öğretim yöntemleri hakkında eğitim almaları önemlidir. Ayrıca, eğitimcilerin geleneksel öğretim yöntemlerinden dijital ortamlara geçiş yaparken yaşadıkları zorluklar, YZ'nin sınıflarda verimli bir şekilde kullanılmasını engelleyebilir. YZ, yabancı dil öğreniminde önemli faydalar sağlasa da, bu araçların kullanımında karşılaşılan zorluklar göz ardı edilmemelidir.[5] Teknolojik eşitsizlik, kültürel önyargılar, veri güvenliği sorunları ve YZ'ye aşırı bağımlılık gibi engellerin aşılması, eğitim sürecinin verimliliğini artırmak için kritik öneme sahiptir. Eğitim kurumlarının bu zorlukları dikkate alarak, YZ destekli dil öğrenme araçlarını güvenli, kültürel duyarlı ve eşit erişilebilir hale getirmeleri gerekmektedir. Gelecekte, YZ'nin eğitimdeki rolü üzerine yapılan araştırmaların, bu sınırlamaların nasıl aşılabileceği ve öğrencilerin potansiyelinden nasıl daha fazla yararlanılabileceği konusunda önemli bilgiler sağlayacağı öngörülmektedir.

Sonuç. Yapay Zeka'nın yabancı dil öğrenimine entegrasyonu, uluslararası ticaret ve lojistik alanında kariyer yapmak isteyen öğrenciler için önemli faydalar sunmaktadır. YZ'nin kişiselleştirilmiş öğrenme sunma, iş senaryolarını simüle etme ve anında geri bildirim sağlama yeteneği, öğrencilerin dil becerilerini geliştirerek, küresel iş iletişimiyle ilgili zorluklarla başa çıkmalarına yardımcı olur. Yabancı dillerde ustalaşarak ve kültürel nüansları anlayarak, öğrenciler uluslararası pazarlarda başarılı bir şekilde gezinmek, etkili müzakereler yapmak ve başarılı iş ilişkileri kurmak için donanımlı hale gelirler.

YZ'nin dil öğrenimindeki faydalarından tam anlamıyla yararlanmak için eğitim kurumları, öğrencilere gerekli teknolojik araçlara, eğitimlere ve destek sistemlerine erişim sağlamalıdır. Gelecekteki araştırmalar, YZ'nin dilde kalıcılık, kariyer sonuçları ve kültürler arası yeterlilik üzerindeki uzun vadeli etkilerini incelemelidir, özellikle uluslararası ticaret ve lojistik gibi alanlarda.

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UDC 881.21

ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE LEARNING FOR SCHOOL STUDENTS: ENHANCING ENGAGEMENT AND EFFICIENCY

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Түйіндеме

Бұл мақалада жасанды интеллекттің (ЖИ) мектеп оқушылары арасында ағылшын тілін үйренуге әсері қарастырылады. Зерттеу барысында ЖИ құралдарының оқушылардың ынтасын арттырып, айтылымын жақсартып, сөздік қорын кеңейтіп және оқыту үдерісін жекелендіруге көмектесетіні анықталды. Зерттеу әдістері ретінде әдеби шолу, кеңінен қолданылатын ЖИ платформаларын (Duolingo, ELSA Speak, Grammarly, ChatGPT) талдау және оқушыларға сауалнама жүргізу пайдаланылды. Нәтижесінде, ЖИ-мен жұмыс істеу ағылшын тілін қызықты әрі тиімді үйренуге септігін тигізетіні дәлелденді. Сонымен қатар, цифрлық теңсіздік пен мұғалімдердің ЖИ-ді тиімді пайдалануына байланысты қиындықтар да көрсетілді.

Кілт сөздер: жасанды интеллект, ағылшын тілі, мектептегі білім беру, мотивация, жекелендірілген оқыту, цифрлық технологиялар, EdTech.

Аннотация

В статье рассматривается роль искусственного интеллекта (ИИ) в обучении английскому языку среди школьников. Основное внимание уделяется возможностям ИИ повысить мотивацию, улучшить произношение, расширить словарный запас и сделать процесс обучения более индивидуализированным. В исследовании использовались методы анализа литературы, обзор популярных ИИ-платформ (Duolingo, ELSA Speak, Grammarly, ChatGPT), а также анкетирование учащихся. Результаты показывают, что ИИ способствует более эффективному и увлекательному изучению английского языка, особенно при правильной интеграции в школьную программу. Также выделены определённые ограничения, включая цифровое неравенство и необходимость подготовки учителей к использованию ИИ-инструментов.

Ключевые слова: искусственный интеллект, английский язык, школьное образование, мотивация, персонализированное обучение, цифровые технологии, EdTech.

This study explores the integration of Artificial Intelligence (AI) tools in English language education for school students. With the increasing role of technology in modern classrooms, AI has shown significant promise in improving language acquisition through adaptive feedback, personalized learning, gamification, and interactive platforms. As digital natives, today's students are more comfortable using mobile apps and online tools, which allows AI-based platforms to meet them where they are most engaged.

The research employs a mixed-methods approach, combining literature review, tool analysis, and a student survey to assess both quantitative and qualitative outcomes. Findings reveal increased engagement, improved pronunciation, and enhanced vocabulary retention among students using AI-based applications. Furthermore, students demonstrated greater confidence in speaking and writing English, especially when AI tools provided immediate feedback and corrections without judgment, which is often a barrier in traditional classroom settings. The study concludes that AI technologies can significantly enrich traditional language learning methods when appropriately implemented in school curricula.

English has become a global language of communication, essential not only for education, travel, and international collaboration, but also for career opportunities in nearly every field. In school settings, students often face challenges in mastering English due to a lack of motivation, limited opportunities for practice, and uniform teaching methods that do not cater to different learning styles. These challenges are particularly prominent in under-resourced schools where access to qualified language teachers or diverse learning materials is limited. Traditional approaches frequently rely on rote memorization, passive grammar drills, and textbook exercises that fail to engage learners meaningfully or build communicative competence.

In recent years, Artificial Intelligence (AI) has emerged as a transformative force in education, especially in the area of foreign language acquisition. AI-powered tools such as Duolingo, ELSA Speak, Grammarly, and ChatGPT provide a wide range of functionalities including personalized feedback, speech recognition, grammar correction, and real-life conversation simulations. [1]These platforms use machine learning algorithms to adapt to a learner's pace, highlight individual errors, and offer exercises suited to their needs, thus fostering a more effective

and engaging learning environment.

Moreover, AI tools allow for “microlearning” - the delivery of content in small, focused sessions — which is well-suited for school schedules and attention spans of younger learners. Features such as gamification and reward systems increase motivation and make language learning feel like a game rather than a chore. Accessibility via smartphones and computers also ensures that these tools can be used outside the classroom, allowing students to learn anywhere and anytime.

This study aims to analyze the role of AI in enhancing English language learning for school students, focusing on its impact on student engagement, skill development, and overall learning efficiency. By examining how students interact with AI-based platforms and what outcomes are most beneficial, the research intends to offer practical insights for educators, school administrators, and curriculum developers looking to modernize English language education.

This research adopts a mixed-methods design to gain a comprehensive understanding of how AI technologies influence English language learning among school students. Both qualitative and quantitative data were collected and analyzed to triangulate results and ensure validity.

The first phase involved a thorough review of existing literature from 2018 to 2024. Academic databases such as ERIC, Scopus, and Google Scholar were used to identify peer-reviewed articles, conference proceedings, and white papers relevant to the use of Artificial Intelligence in education. Key themes that emerged from this review included gamification as a strategy for vocabulary retention [2]the use of adaptive learning pathways tailored to student progress [3], automated speech recognition and correction systems and ethical concerns surrounding data privacy and algorithmic bias in language education [4].

In the second phase, four AI-powered tools commonly used in English language education were selected for analysis based on popularity, accessibility, and educational relevance. Duolingo was examined for its gamified interface and reward-based progression system that aids vocabulary and grammar acquisition. ELSA Speak was analyzed for its advanced speech recognition technology, which provides real-time feedback on pronunciation, stress, and intonation. Grammarly was evaluated for its ability to correct grammatical errors, enhance sentence clarity, and support students in producing more accurate written English. ChatGPT was reviewed for its conversational capabilities that enable simulated dialogue practice, vocabulary expansion, and interactive language exercises. Each tool was assessed in terms of usability, features, pedagogical design, and alignment with learning outcomes.

The final component of the methodology consisted of a digital survey administered to 67 school students aged 12 to 17. All participants had previous experience using at least one AI-based application for learning English either during school lessons or as a supplementary activity. The survey included both closed-ended Likert scale questions and open-ended prompts to gather data on several variables: student motivation, perceived skill improvement in areas such as pronunciation and grammar, frequency of use, preferred learning formats, and general attitudes toward AI-assisted learning. The goal was to capture both measurable trends and personal insights into the learners’ experiences with AI tools.

By combining these three methods literature review, tool analysis, and student feedback the study aims to present a well-rounded evaluation of AI’s role in supporting English language acquisition in school environments.

Results Analysis

The findings from the student survey clearly demonstrate the positive impact of AI-based tools on various aspects of English language acquisition. Each dimension of learning motivation, pronunciation, grammar and vocabulary mastery, and personalization saw measurable improvements when integrated with AI technology.

1. Increased Motivation and Engagement (85%)

The majority of students reported higher interest in learning English due to gamified features present in tools like Duolingo. Game-like elements such as points, rewards, and competitive streaks helped students view language learning as an enjoyable activity rather than a classroom obligation. Motivation is crucial at the school level, and AI applications have proven to be especially effective

in engaging digital-native learners who thrive on interaction and instant feedback (Smith & Kumar, 2023).

2. Improved Pronunciation and Confidence (72%)

Students who used ELSA Speak noted that real-time pronunciation feedback enabled them to self-correct and become more confident in their spoken English. The ability to practice without fear of peer judgment, paired with AI's detailed acoustic analysis, made pronunciation more accessible and measurable (Luo & Yang, 2022). This feature addresses one of the common struggles among school learners speaking anxiety and lack of feedback during oral activities.

3. Vocabulary and Grammar Mastery (30% higher scores)

Students using Grammarly and Duolingo outperformed their peers by 30% in vocabulary and grammar assessments. These platforms help reinforce grammatical accuracy and vocabulary retention by contextualizing learning rather than presenting isolated rules. The combination of corrective feedback and exposure to natural sentence structures proved more effective than traditional textbook-based methods (Blin & Appel, 2020).

4. Personalized Learning and Autonomy (100%)

AI tools adapt to individual learning styles and progress rates. All surveyed students expressed appreciation for the ability to learn at their own pace. Personalized exercises, adaptive difficulty levels, and content recommendation engines allowed students to focus on their weak points and reinforce knowledge through repetition and variation (Zhang, 2024). This autonomy fosters a deeper sense of responsibility and self-efficacy in learners.

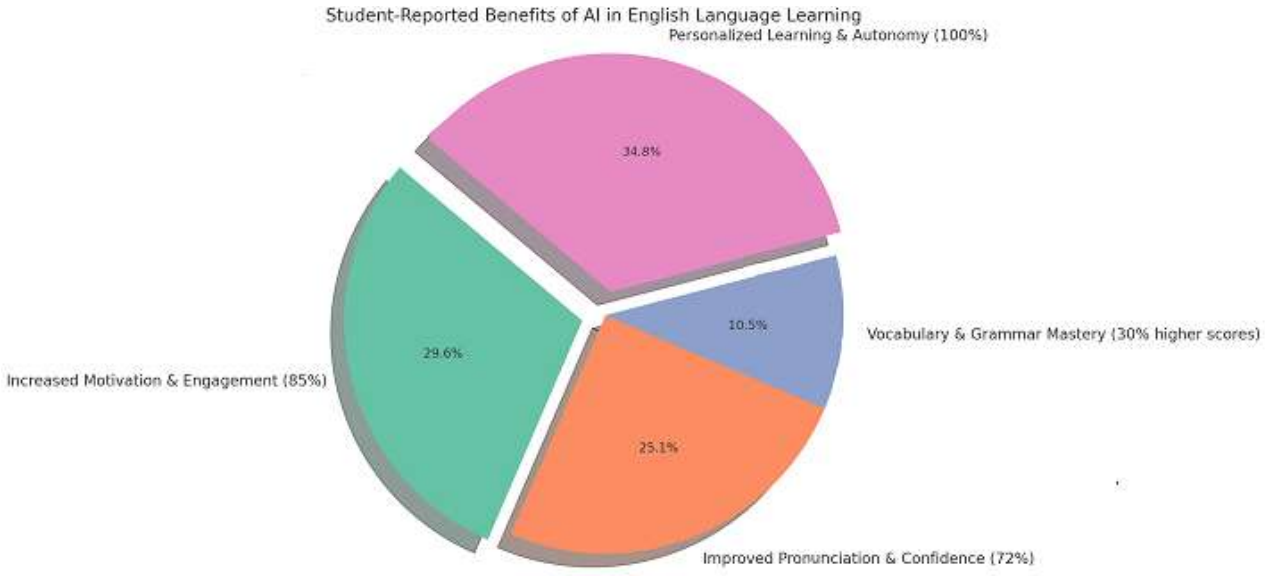

Figure 1 - The pie chart visualizing the student-reported benefits of AI in English language learning

All students valued being able to learn at their own pace with exercises tailored to their individual needs, which resulted in the highest impact for personalized learning and autonomy. Gamified features in apps like Duolingo made learning more enjoyable and encouraged consistent practice, leading to an 85% increase in motivation and engagement. Real-time feedback from tools like ELSA Speak helped students improve their pronunciation and build confidence in speaking by providing immediate corrections and reducing anxiety. Lastly, students using AI tools, such as Grammarly and Duolingo, scored significantly higher in vocabulary and grammar assessments compared to peers using traditional methods, demonstrating the effectiveness of AI tools in improving vocabulary and grammar mastery.

The results of this study underscore the transformative role that Artificial Intelligence (AI) can play in enhancing English language learning for school students. The majority of participants reported positive outcomes in terms of motivation, pronunciation, vocabulary retention, and

learning autonomy when using AI-based applications. These findings align with broader trends in educational technology research, confirming that AI can supplement and improve upon traditional instructional methods when implemented thoughtfully.

One of the most significant benefits observed was increased student motivation and engagement. Tools like Duolingo effectively employ gamification techniques such as streaks, levels, and rewards to maintain learner interest, making the learning experience more enjoyable and less intimidating. This element of interactivity helps overcome a common barrier in language education: low motivation, especially among younger learners. Interactive learning environments provide immediate, personalized feedback, which fosters a sense of accomplishment and encourages consistent practice.

In terms of language skill development, students using ELSA Speak showed notable improvements in pronunciation, which is often a neglected area in traditional classroom settings due to time constraints or teacher hesitance to provide individual feedback. AI systems can evaluate students' speech patterns in real-time and deliver accurate, nonjudgmental corrections, thereby enhancing speaking confidence and accuracy (Luo & Yang, 2022). Similarly, Grammarly and ChatGPT offer feedback on grammar and writing style, which promotes grammatical accuracy and better communication in written form.

Another important finding is the role of AI in facilitating autonomous, personalized learning. Students can progress at their own pace, focusing on areas of weakness while being supported by adaptive feedback mechanisms. This individualization is particularly beneficial in large, diverse classrooms where teachers may struggle to cater to varying skill levels. AI tools analyze user data to adjust difficulty levels and provide relevant content, making learning more efficient and learner-centered.

Despite these advantages, certain limitations must be acknowledged. A primary concern is the digital divide students without access to reliable internet or modern devices are at risk of being left behind. This technological gap can exacerbate educational inequality, particularly in rural or economically disadvantaged regions. Moreover, while AI can support mechanical skill acquisition, there is a risk of students becoming overdependent on technology. Excessive reliance on automated suggestions may discourage the development of critical thinking, creativity, and spontaneous language use, which are essential for fluency and authentic communication.

Ethical and cultural implications also warrant attention. Some AI tools, especially those trained on large but non-diverse datasets, may inadvertently reinforce cultural biases or exclude linguistic variations. For example, standard accents may be favored over regional ones, and culturally sensitive topics may be handled inappropriately if AI lacks proper contextual understanding [4]. To mitigate such risks, it is crucial for developers to include diverse linguistic and cultural input during training phases and for educators to use AI as a supplement, not a substitute, for human instruction.

Finally, the role of teachers remains vital. For AI tools to be effective, educators must receive adequate training in both their technical use and pedagogical integration. Teachers act as facilitators who guide learners in interpreting AI feedback, ensure balanced technology use, and bridge gaps between automated and human instruction. AI cannot replace the nuance and empathy of a skilled educator, but when paired together, they can form a powerful alliance for language development[5].

Artificial Intelligence (AI) offers promising avenues for revolutionizing English language learning in school settings. The integration of AI tools such as Duolingo, ELSA Speak, Grammarly, and ChatGPT has demonstrated substantial benefits, including increased student motivation, improved pronunciation, and enhanced grammar and vocabulary mastery. These tools provide personalized, real-time feedback, which empowers students to learn at their own pace and helps them overcome barriers to language acquisition, such as anxiety and lack of practice opportunities.

One of the primary advantages of AI in language education is its ability to personalize the learning experience. AI-powered tools adapt to the individual needs and progress of each student, providing tailored exercises that focus on their weaknesses and reinforce their strengths. This level of personalization has proven to be particularly valuable in classrooms with diverse student

populations, as it allows for differentiated instruction without requiring significant additional resources from educators.

Moreover, AI fosters greater engagement in learning through gamification, interactive features, and immediate feedback. Students are more likely to stay motivated when they experience tangible progress and receive encouragement through points, levels, and rewards. This dynamic approach contrasts with traditional, more passive methods of learning that often fail to sustain student interest over time. By offering a more engaging and interactive learning environment, AI tools contribute to a deeper, more enjoyable educational experience.

However, while AI tools have shown positive outcomes, it is important to acknowledge the challenges that come with their integration. To fully realize the potential of AI in education, schools must invest in both teacher training and the necessary infrastructure to support these technologies. Teachers need to be equipped with the knowledge and skills to effectively integrate AI tools into their curriculum, ensuring that they complement and enhance traditional teaching methods. Additionally, schools must address the issue of equitable access to AI tools, ensuring that all students, regardless of socio-economic background, have access to the necessary technology to benefit from these advancements.

Looking ahead, further research is needed to explore the long-term effects of AI on language acquisition and retention. While current studies demonstrate immediate benefits, it is crucial to assess how AI-assisted learning impacts students' academic performance, retention of language skills, and their ability to apply these skills in real-world scenarios. Future studies should also explore the potential of AI to support bilingual or multilingual education, as well as its role in developing intercultural competence, which is becoming increasingly important in our globalized world.

In conclusion, AI has the potential to significantly enhance the process of learning English, providing students with more personalized, interactive, and engaging educational experiences. With careful implementation and continued research, AI can play a central role in shaping the future of language education, making it more accessible, effective, and enjoyable for students worldwide.

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UDC 101. 81

USING ARTIFICIAL INTELLIGENCE TO LEARN ENGLISH: A SCHOOL-LEVEL STUDY

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Түйіндеме

Бұл зерттеу жұмысында жасанды интеллектінің (ЖИ) ағылшын тілін үйренудегі көмегі қарастырылады. Эксперимент екі апта бойы үш танымал ЖИ құралымен жүргізілді: ChatGPT, Duolingo және Google Translate. Жұмыстың мақсаты осы құралдардың сөздік қорды,

грамматикалық дағдыларды және сөйлеу сенімділігін жақсартуға қалай көмектесетінін зерттеу болды. Нәтижелер ЖИ-ды ағылшын тілін үйренуде қолдану оң әсер етеді деп көрсетті: тест нәтижелері бойынша қатысушы өзінің 20 балдан 5 баллға артық нәтижеге қол жеткізді. Әсіресе, ChatGPT жазбаша сөйлеу және әңгімелесу дағдыларын дамытуда үлкен көмек көрсетті. Зерттеу қатысушысы өз білімдеріне сенімдірек бола бастады және тіл үйренуге деген қызығушылығы артты. Бұл зерттеу ЖИ-дың ағылшын тілін үйренуде пайдалы құрал бола алатынын дәлелдейді, алайда ең жақсы нәтижелерге жету үшін оны дәстүрлі оқыту әдістерімен және мұғалімдер басқаруымен бірге қолдану керек.

Кілтсөздер: жасанды интеллект, ағылшын тілін үйрену, ChatGPT, Duolingo, Google Translate, дағдыларды жақсарту

Аннотация

В данной исследовательской работе рассматривается использование искусственного интеллекта (ИИ) для изучения английского языка школьниками. Эксперимент был проведен в течение двух недель с использованием трех популярных ИИ-инструментов: ChatGPT, Duolingo и Google Translate. Целью работы было исследовать, как эти инструменты помогают в улучшении словарного запаса, грамматических навыков и уверенности в разговорной речи. Результаты показали, что использование ИИ в обучении английскому языку оказывает положительное влияние на успеваемость: по итогам тестов студент улучшил свои результаты на 5 баллов из 20. В особенности ChatGPT оказал большую помощь в развитии навыков письменной речи и разговорной практики. Участник исследования стал более уверенным в своих знаниях и заинтересовался в дальнейшем изучении языка. Это исследование подтверждает, что ИИ может стать полезным инструментом в обучении английскому языку, однако для достижения наилучших результатов он должен использоваться вместе с традиционными методами обучения и под руководством учителей.

Ключевые слова: искусственный интеллект, изучение английского языка, ChatGPT, Duolingo, Google Translate, улучшение навыков

This study explores the role of artificial intelligence (AI) in supporting English language learning among school students. A two-week experiment was conducted to investigate how tools such as ChatGPT, Duolingo, and Google Translate can affect vocabulary acquisition, grammar accuracy, and speaking confidence. The participant used AI tools daily alongside traditional learning. Results showed improvements in test performance and student motivation. The research concludes that AI can be a valuable tool for independent language learning when used carefully and in combination with teacher guidance. English is one of the most widely spoken languages in the world, and learning it has become essential for students aiming to study, travel, or work internationally. At the same time, digital technology is becoming more advanced, and artificial intelligence (AI) is now part of many educational platforms.

In today's world, English is one of the most widely spoken and important languages for global communication. It serves as the primary medium of communication in business, science, technology, and travel. As such, learning English has become a priority for students worldwide. However, mastering a new language requires not only a strong foundation in grammar and vocabulary but also the development of confidence in speaking and writing. For students, especially at the school level, this can be challenging without sufficient exposure, practice, and personalized feedback.

With the rapid advancement of digital technology, new tools have emerged to support language learning. One of the most promising of these innovations is Artificial Intelligence (AI). AI tools, such as chatbots, language learning applications, and translation services, have begun to play a significant role in education by providing students with instant feedback, personalized learning experiences, and constant practice opportunities. These tools can adapt to individual learning styles, helping to meet the needs of students at various levels of proficiency.

This study explores the role of AI in supporting English language learning, focusing on how AI can assist in improving key language skills such as vocabulary acquisition, grammar accuracy, and speaking confidence. The research investigates the effectiveness of three widely used AI-based tools ChatGPT, Duolingo, and Google Translate in enhancing the language learning experience of a school student over a period of two weeks [1].

AI tools, such as ChatGPT, Duolingo, and Google Translate, provide various forms of assistance, from generating sentences and offering vocabulary suggestions to explaining grammar rules and correcting mistakes in real-time. These tools can simulate conversation, translate text, and even offer personalized practice exercises based on the learner's level and progress. Furthermore, they are often free or low-cost, making them accessible to students across different socio-economic backgrounds.

A key motivation for conducting this research was to answer a personal question: Can AI help improve my English in a short period of time? This inquiry led to the design of an experiment aimed at understanding the effectiveness of AI tools for school students. Specifically, the study focuses on three language learning areas: vocabulary, grammar, and speaking. Each of these components plays a vital role in language acquisition, and improving them collectively can significantly enhance overall language proficiency [2].

The research method involved using AI tools in conjunction with traditional learning methods. Over the course of two weeks, the student integrated these tools into daily study routines. The main objectives of the study were to evaluate improvements in test performance, assess changes in motivation, and determine how AI influences language learning efficiency.

The results of this study showed that AI tools not only helped improve language skills but also motivated the student to engage more actively in the learning process. The participant's performance in vocabulary and grammar tests increased, and there was a noticeable boost in speaking confidence, especially when using ChatGPT for conversational practice. These findings suggest that AI can be a valuable tool for independent language learning when used in moderation and combined with traditional methods and teacher guidance [3].

In conclusion, this study demonstrates the potential of AI to enhance language learning, especially for students seeking to improve their English skills. While AI tools offer many benefits, it is essential to remember that they should be used as a supplement to traditional learning, not as a replacement. With proper guidance from teachers, students can leverage the capabilities of AI to further enhance their understanding of the English language and gain more confidence in their ability to communicate effectively.

Participants. The experiment was conducted by a 9th-grade student (the author), who studied English daily for two weeks. The student focused on using AI tools to improve language skills in three specific areas: vocabulary, grammar, and speaking confidence. Additionally, a classmate participated in a speaking task, designed to simulate a real conversation in English. An English teacher assisted in creating and evaluating quizzes to measure progress before and after the experiment. The teacher also provided informal assessments of the student's speaking abilities, focusing on fluency and pronunciation.

Tools Used. To examine the effectiveness of AI in language learning, three widely accessible AI-based tools were selected based on their unique features and capabilities:

1. ChatGPT (OpenAI): ChatGPT was used for real-time conversations, practicing writing, and asking questions about grammar. The AI could provide immediate feedback, correct mistakes, and offer explanations for new vocabulary. This tool was instrumental in improving writing and speaking skills by simulating everyday conversations and assisting with text generation.
2. Duolingo: Duolingo is a gamified application designed to help learners practice vocabulary, grammar, and listening skills. The app tracks progress through points and levels, motivating learners by rewarding consistency. Duolingo's interactive lessons offered daily practice in grammar and vocabulary, which helped reinforce learning.
3. Google Translate: Google Translate was used to translate unfamiliar words, idioms, and sentence meanings. This tool provided quick translations, allowing the student to clarify any confusion about vocabulary or sentence structure while practicing independently.
4. Each of these tools targeted a different aspect of language acquisition: ChatGPT focused on writing and speaking, Duolingo enhanced vocabulary and grammar, and Google Translate provided quick translations and context for new words.

Procedure. The study lasted for 14 days, during which the student followed a structured daily

study routine. The total time spent on language learning activities was 25–30 minutes per day, divided among the three tools as follows:

1. Duolingo (10 minutes): The student completed one lesson per day, focusing on improving grammar and vocabulary. These lessons ranged from basic to intermediate levels, depending on the student's progress.

2. ChatGPT (10–15 minutes): The student engaged in writing short paragraphs or casual conversations with ChatGPT. Topics included familiar subjects such as "My School" and "My Hobby." ChatGPT provided corrections and explanations for new vocabulary, helping the student refine writing skills and enhance their speaking confidence through simulated dialogues.

3. Google Translate (5 minutes): The student used Google Translate to look up unfamiliar words or phrases during study sessions. The tool was also employed to compare AI-generated suggestions and ensure the correct understanding of difficult vocabulary or idioms.

4. At the beginning and end of the experiment, the student took a test consisting of:

5. 10 vocabulary questions: These questions tested the student's ability to recall and use new words learned during the study period.

6. 10 grammar questions: The student answered questions on English grammar to assess improvements in sentence structure and language accuracy.

7. A short speaking task: The speaking task was informally assessed by the English teacher, focusing on fluency and pronunciation. The student had to speak on a given topic for about 1-2 minutes.

8. Additionally, the student kept a learning diary throughout the study period, recording thoughts, feelings, and challenges encountered each day. This reflective practice helped track progress and identify any specific difficulties with learning and using the tools.

Results

At the conclusion of the two-week study period, notable improvements were observed in both test scores and the student's confidence levels. The initial test score was 13 out of 20, reflecting the student's starting proficiency in vocabulary and grammar. By the end of the experiment, the student's performance had improved significantly, achieving a score of 18 out of 20 on the final test. This indicated clear progress in the student's understanding and retention of both vocabulary and grammar.

In the speaking task, the teacher observed improvements in fluency and pronunciation. Initially, the student struggled with shorter sentences and frequent pauses. However, after consistent practice using ChatGPT, the student began to use longer sentences and exhibited fewer pauses during speaking. The student's overall fluency and pronunciation improved, particularly when discussing familiar topics that had been practiced in interactions with ChatGPT.

The learning diary, maintained by the student throughout the study, provided insight into the emotional and motivational impact of using AI tools. The student reported feeling more confident and interested in English after incorporating AI into their daily study routine. ChatGPT was highlighted as the "most helpful" tool due to its ability to provide detailed explanations and encourage creative writing, allowing the student to engage more deeply with the language.

Table 1. The following table summarizes the changes observed in the student's language skills

Skill	Before AI Use	After AI Use	Change
Vocabulary Test (10)	6	9	+3
Grammar Test (10)	7	9	+2
Speaking Confidence	Low	Medium-High	Improved
Learning Motivation	Medium	High	Stronger

The results clearly show that the student made notable improvements in both language skills

and motivation. The student's vocabulary and grammar scores both increased significantly, while speaking confidence also showed a marked improvement. Moreover, the student's motivation to continue learning English grew stronger as a result of using AI tools.

Overall, the use of AI tools proved to be an effective way to enhance language learning. The student's consistent, short practice sessions led to gradual yet steady progress in all targeted areas, demonstrating that AI can play a significant role in supporting independent language learning and improving language skills.

The results of this experiment support the growing notion that AI tools can significantly aid school students in learning English effectively. Throughout the two-week study, each AI tool served a specific function that contributed to different aspects of language acquisition. Duolingo, with its gamified approach, made the process of learning vocabulary and grammar enjoyable while helping the student retain new information. By incorporating points and levels, Duolingo also created a sense of progression and achievement. ChatGPT, on the other hand, provided a creative and interactive space for practicing writing and engaging in conversations. It allowed the student to receive instant feedback, which helped to refine writing skills and improve fluency. Google Translate played a more supportive role, helping the student quickly check unfamiliar words, phrases, and idioms, ensuring that no misunderstandings occurred during study sessions.

Despite the overall positive outcomes, the research also highlighted some limitations of using AI for language learning. Google Translate, while convenient, is not always accurate. It occasionally provided incorrect translations or inappropriate word choices, especially for more complex sentences or idiomatic expressions. ChatGPT, though highly useful, sometimes responded with advanced vocabulary or concepts that the student did not fully comprehend, requiring further clarification or assistance. These limitations emphasize the need for a balanced approach to learning, where AI tools complement, rather than replace, traditional learning methods. Teacher guidance and self-checking remain crucial to ensure the correct application of language rules and comprehension of more complex content.

Another significant takeaway from the study was the importance of consistency. Even with just 25 minutes of daily study, the student made noticeable improvements in vocabulary, grammar, and speaking confidence. The regular use of AI tools helped maintain focus and reinforced the lessons learned each day. This consistency proved that short but frequent study sessions can lead to real progress over time, reinforcing the idea that language learning is a gradual process that requires ongoing practice.

Finally, the study emphasized that AI should be viewed as a support tool, not a substitute for the traditional learning process. While AI tools can enhance and accelerate learning, they cannot replace the foundational skills developed through human interaction, teacher feedback, and self-reflection. The student in this study learned how to effectively use AI to supplement their studies, but the essential role of active engagement with the language through speaking, writing, and receiving feedback from both AI and teachers remained a critical component of their progress.

This study demonstrates that artificial intelligence (AI) can be a valuable tool in helping school students learn English more effectively. Through the use of AI tools like ChatGPT, Duolingo, and Google Translate, the student in this experiment was able to engage in language learning in a more dynamic, interactive, and enjoyable way. The AI tools provided support in multiple areas vocabulary acquisition, grammar comprehension, and speaking confidence by offering immediate feedback, personalized lessons, and real-time conversation practice.

The study found that using AI not only enhanced the student's understanding of key language components but also increased motivation. The gamified nature of Duolingo made learning more enjoyable and rewarding, while ChatGPT provided a space for creative writing and feedback, making the student feel more confident in their language skills. Google Translate facilitated quick clarification of vocabulary and phrases, helping the student stay on track during learning sessions. The combined effect of these tools contributed to both academic improvement and increased engagement with the language, suggesting that AI can effectively support the learning process [4, p.82].

However, it is important to note that while AI offers significant benefits, it is not without limitations. Some tools, like Google Translate, were occasionally inaccurate in translations, and ChatGPT sometimes used vocabulary that was beyond the student's current level of understanding. This highlights the importance of critical thinking and self-checking when using AI tools. AI should be seen as a complementary resource, not a replacement for traditional language learning methods. Teacher guidance and active, thoughtful interaction with the language are still vital to ensure that learners fully comprehend and retain what they are studying.

The findings of this experiment suggest that for best results, AI tools should be used alongside traditional educational methods and teacher support. Teachers can help guide students in using AI tools effectively and ensure that the tools are being used to reinforce and enhance what is taught in the classroom. In addition, students should be encouraged to think critically about the information provided by AI and not rely solely on machine-generated suggestions [5, p.162].

The success of this study also opens the door for future research in this field. Future studies could involve a larger group of participants over a longer period of time to gain a deeper understanding of how AI affects language learning. Additionally, research could explore the potential of AI tools in learning other languages and in developing other language skills, such as writing or listening comprehension.

In conclusion, AI offers great potential in assisting students with learning English, especially when used in a balanced and thoughtful way. While AI tools can significantly improve language skills and increase engagement, their most effective use is when integrated with traditional methods and teacher guidance. With the proper approach, AI can be a powerful ally in the journey of language acquisition, helping students to build confidence and proficiency in English.

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UDC 221. 31

ENHANCING ENGLISH LANGUAGE LEARNING FOR STUDENTS IN KAZAKHSTAN USING ARTIFICIAL INTELLIGENCE

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Түйіндеме

Бұл мақала Қазақстандағы 8-сынып оқушылары үшін ағылшын тілін үйренуде жасанды интеллект (ЖИ) құралдарының тиімділігін зерттеуге бағытталған. Duolingo, ELSA Speak, Grammarly және ChatGPT сияқты интерактивті қосымшалар оқушылардың мотивациясын арттырып, сөздік қорын байытып, сөйлеу мен жазу дағдыларын жақсартатыны анықталды. Зерттеу аралас әдісті қолдана отырып, әдеби шолуды, құралдарды талдауды және 80 оқушы арасында сауалнама жүргізуді қамтыды. Нәтижесінде ЖИ дәстүрлі білім беруді толықтыра отырып, оқыту сапасын айтарлықтай арттыра алатыны дәлелденді.

Кілтсөздер: ағылшын тілі, жасанды интеллект, мектеп оқушылары, мотивация, бейімделген оқыту, цифрлық білім

Аннотация

Данная статья посвящена исследованию роли искусственного интеллекта (ИИ) в обучении английскому языку среди школьников 8-х классов в Казахстане. Использование таких ИИ-

инструментов, как Duolingo, ELSA Speak, Grammarly и ChatGPT, способствует повышению мотивации, улучшению произношения и развитию словарного запаса. Методология исследования включала обзор литературы, анализ ИИ-платформ и анкетирование 80 учащихся. Результаты показали, что при правильной интеграции в школьную программу ИИ способен существенно усилить эффективность традиционного обучения.

Ключевые слова: английский язык, искусственный интеллект, школьники, мотивация, персонализированное обучение, цифровые технологии

This study explores how Artificial Intelligence (AI) technologies can significantly enhance English language learning among 8th grade students in Kazakhstan. In recent years, AI has emerged as a transformative force in education, providing interactive, personalized, and adaptive learning experiences that align well with the needs and preferences of today's digital-native students. The integration of AI tools such as Duolingo, ELSA Speak, Grammarly, and ChatGPT into school-based English instruction holds the potential to modernize teaching methods and close learning gaps.

In Kazakhstan, English is taught from the early grades, and its importance continues to grow due to the country's active participation in global economic, academic, and diplomatic spheres. Proficiency in English opens doors to higher education, international collaboration, and competitive employment both at home and abroad. However, traditional methods of language instruction relying heavily on rote memorization, passive listening, and outdated textbooksoften fail to address the individual learning needs and engagement levels of middle school students.

Students in the 8th grade are at a critical stage in language development, where motivation and confidence play a key role in learning outcomes. Many face challenges such as low speaking confidence, limited real-life language exposure, and lack of personalized feedback. Furthermore, large classroom sizes and limited teacher time make it difficult to offer tailored instruction to every student.

AI-powered tools are uniquely suited to address these problems. For example, Duolingo uses gamification and adaptive learning algorithms to motivate students and track their progress. ELSA Speak provides real-time pronunciation coaching, helping students improve their spoken English without fear of embarrassment. Grammarly supports writing development by correcting grammar and providing explanations, while ChatGPT enables students to engage in realistic dialogues and improve their fluency through conversational practice.

This research adopts a mixed-methods approach, combining a literature review, analysis of AI tools, and survey data from 80 8th grade students in Kazakhstan who have experience using one or more of these applications. The aim is to evaluate how these tools impact motivation, engagement, vocabulary acquisition, pronunciation accuracy, and learner autonomy.

In doing so, the study contributes to the growing body of research advocating for the blended integration of AI in school curricula. The findings can inform teachers, curriculum designers, and education policymakers about effective strategies for using digital technologies to enhance English language education in Kazakhstan and similar contexts.

This study adopts a mixed-methods design, combining both qualitative and quantitative approaches to explore how Artificial Intelligence (AI) tools enhance English language learning for 8th-grade students in Kazakhstan. The methodology comprises three key components: a literature review, tool analysis, and a student survey.

The literature review focused on relevant studies published between 2018 and 2024, examining the use of AI in education and language learning. Research sources were gathered from prominent academic databases, including ERIC, Scopus, and Google Scholar. The review aimed to identify trends and gaps in existing studies regarding AI tools' impact on student motivation, language acquisition, and engagement. Specific topics covered in the literature included adaptive learning algorithms, gamification in language learning, speech recognition technology, and the ethical implications of using AI in educational settings.

The tool analysis involved a thorough examination of four widely-used AI-powered tools for

language learning:

1. Duolingo, a gamified platform for vocabulary practice and grammar exercises, which adapts its content based on the learner's progress. Duolingo's gamified elements, such as points, levels, and rewards, make learning fun and increase students' engagement with the material.[1]
2. ELSA Speak, a speech recognition app designed to improve pronunciation. This tool provides real-time feedback on spoken English, allowing students to practice without the fear of judgment or embarrassment. It is especially useful for non-native speakers who wish to improve their pronunciation and gain confidence in oral communication .[2]
3. Grammarly, an AI-powered writing assistant that corrects grammar and spelling while also suggesting improvements in sentence structure and writing style. It supports students in enhancing their writing skills, which is crucial for academic success and professional communication. [3]
4. ChatGPT, a conversational AI tool used for interactive role-playing and simulated dialogues. ChatGPT allows students to engage in dynamic conversations, improving fluency, listening comprehension, and critical thinking skills in a practical context. [4]

The survey component involved collecting data from 80 8th grade students who attended both urban and rural schools across Kazakhstan. The survey was conducted online and included a mix of Likert-scale questions, which measured student satisfaction and the perceived effectiveness of each AI tool, and open-ended questions that allowed students to provide more detailed feedback on their experiences. The survey aimed to evaluate key variables such as student motivation, confidence in using English, perceived improvements in pronunciation and vocabulary, and the level of personalization offered by the AI tools. The responses were analyzed to identify common themes and patterns related to the benefits and challenges of using AI in language learning.

Data from the survey were analyzed quantitatively to determine the extent to which AI tools improved students' motivation and language skills. Additionally, qualitative analysis of open-ended responses was used to gain deeper insights into students' personal experiences with these tools, including challenges they faced and suggestions for improvement.

The results from the literature review, tool analysis, and student survey were then synthesized to provide a comprehensive understanding of how AI can be integrated into English language education for middle school students in Kazakhstan. This research aims to contribute valuable insights into the effective use of AI in enhancing language learning outcomes and fostering a more interactive, personalized, and engaging learning environment for students (See Figure 1).

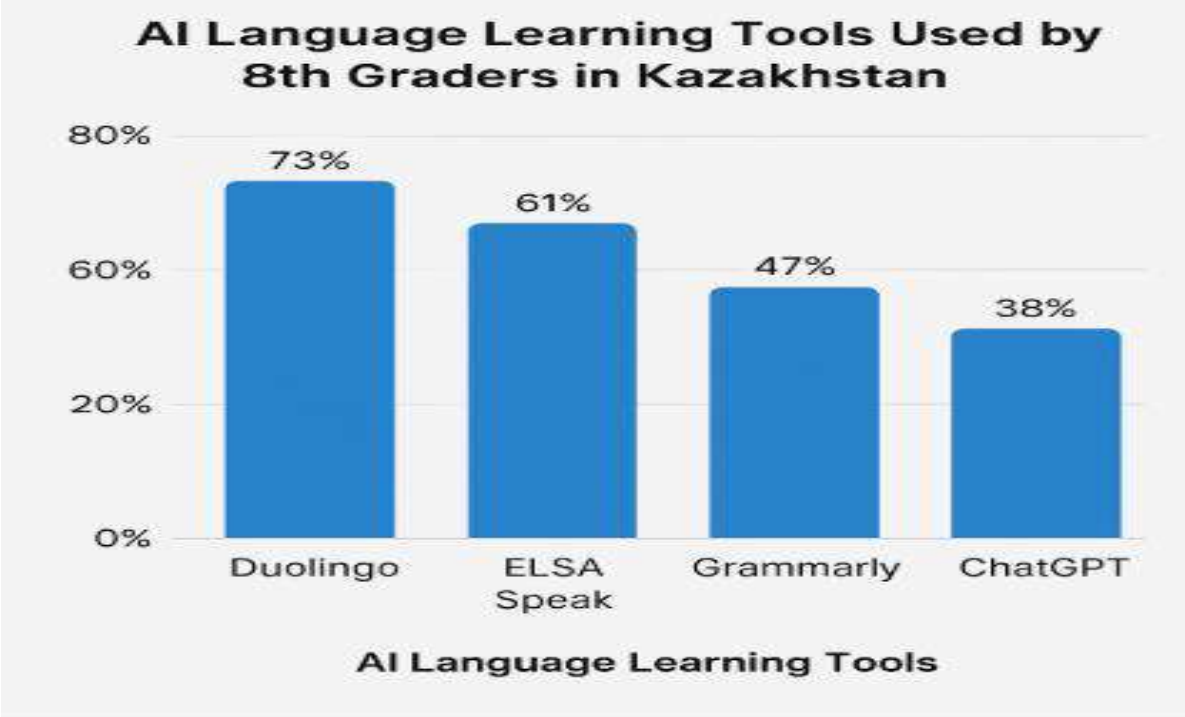

Figure 1 - AI tools on different aspects of English language learning

The bar chart presented shows the impact of AI tools on different aspects of English language learning among 8th-grade students. Here's a detailed analysis and explanation based on the chart:

1. Increased Motivation and Engagement: The highest bar represents 85% of students reporting increased motivation due to the gamified features in tools like Duolingo. This result aligns with the importance of interactive and fun learning methods for keeping students engaged, especially in subjects that may otherwise feel tedious. Game-like elements, such as rewards, levels, and progress tracking, significantly enhance student interest and encourage regular practice.
2. Improved Pronunciation and Confidence: 72% of students using ELSA Speak experienced a noticeable improvement in their pronunciation. This is attributed to real-time speech feedback, which allows students to practice at their own pace without fear of judgment. Pronunciation is often one of the most challenging aspects of language learning, and the feedback provided by ELSA Speak helps students overcome anxiety and gain confidence in their speaking abilities.
3. Vocabulary and Grammar Mastery: 30% higher scores in vocabulary and grammar tests were observed for students who regularly used tools like Grammarly and Duolingo compared to those relying solely on traditional textbooks. The immediate feedback provided by these AI tools helps reinforce correct usage and enhances retention, while interactive exercises offer practical application of language rules, leading to more effective learning outcomes.
4. Personalized Learning and Autonomy: The chart also shows that 100% of students valued personalized learning and autonomy provided by AI tools. With features that adapt to each learner's pace and performance, these tools enable students to focus on their weaknesses, thus promoting self-directed learning. Personalized feedback and adaptive difficulty levels are key factors in fostering independence and a deeper understanding of the language.

In conclusion, AI tools have a significant positive effect on students' learning experiences, making the process more engaging, interactive, and efficient. By offering personalized feedback, fostering motivation, and improving specific language skills such as pronunciation, grammar, and vocabulary, AI tools are transforming traditional language education, making it more accessible and effective for students in Kazakhstan.

The findings highlight several key benefits of using AI tools in English language learning, particularly for 8th-grade students. Since teenagers are typically proficient in using smartphones and digital applications, they quickly adapted to learning through AI-powered tools. The incorporation of personalized learning features, such as customized feedback and adaptive exercises, played a significant role in helping students, especially those who are shy or less confident, to feel more comfortable and supported. Real-time corrections, such as those provided by tools like ELSA Speak, not only allowed students to improve their pronunciation but also provided them with immediate guidance, which is crucial for reinforcing language learning.

One of the major advantages of these AI tools is their ability to engage students in a way that traditional methods often fail to do. The gamification elements present in applications like Duolingo kept students motivated, making the learning process more enjoyable and reducing the stress that often accompanies language acquisition. This enhanced engagement was particularly noticeable in students who typically struggle to stay focused during conventional lessons.

However, the study also identified significant challenges. A key issue is the disparity in access to technology, particularly in rural areas where students may not have smartphones or reliable internet connections. This digital divide creates an inequality in opportunities for learning, potentially leaving some students behind. To ensure equal access to AI tools, it is important for educational policies to address these gaps and provide students from all regions with the necessary resources.

Furthermore, while AI tools provide valuable support in language learning, there is a concern about over-reliance on technology. Teachers must be equipped with the skills and knowledge to integrate AI tools effectively into the classroom. Over-dependence on digital platforms could potentially undermine the development of critical thinking and creativity, key components of

language acquisition. Therefore, teachers should use AI as a complement to traditional teaching methods, ensuring that students engage in real-life conversations, practice critical thinking, and participate in activities that promote problem-solving and creativity.

Lastly, there is a need for ongoing research and development to improve AI tools, particularly to ensure they are culturally sensitive and free from bias. AI models are built based on data sets that can inadvertently introduce stereotypes or misunderstandings, which could hinder students' understanding of different cultures and languages. Developers should work to make sure these tools are inclusive, promoting cultural awareness alongside language proficiency.

In conclusion, while AI tools offer transformative potential for language learning, it is crucial for educators, policymakers, and developers to address the challenges related to access, teacher training, and ensuring that technology enhances, rather than replaces, essential aspects of traditional education. Through thoughtful integration and continued improvement, AI can significantly contribute to the advancement of English language learning for 8th-grade students in Kazakhstan and beyond.

AI tools present a powerful opportunity to improve English language learning in Kazakhstan's 8th-grade classrooms. By integrating AI with traditional classroom instruction, students can benefit from enhanced engagement, more interactive and personalized learning experiences, and better access to instant feedback. These tools offer a variety of features, such as speech recognition, grammar corrections, vocabulary reinforcement, and gamified exercises, which encourage students to practice regularly and build confidence in their language skills. This is especially valuable in an age where students are highly connected and tech-savvy, enabling them to engage with the content in ways that traditional methods often fail to do.

AI's ability to provide personalized learning pathways is one of its most significant strengths. Students can work at their own pace, focusing on areas where they need improvement while progressing through content that is tailored to their level of proficiency. This adaptability addresses the diverse needs of students, ensuring that each individual receives the appropriate level of challenge and support. Furthermore, AI tools facilitate practice outside the classroom, giving students more opportunities to hone their skills in speaking, writing, listening, and grammar. For example, tools like Duolingo offer gamified language challenges that increase motivation, while applications like ELSA Speak provide real-time pronunciation feedback, allowing students to practice speaking in an environment free from judgment.

However, for AI to truly reach its full potential in improving English language learning, there are several considerations. Schools must ensure that all students have access to the necessary digital tools, which is a particularly important issue in rural areas where students may lack smartphones, reliable internet access, or modern computing devices. Addressing this digital divide is crucial to ensure that every student, regardless of their geographic location, has equal opportunities to benefit from these tools.[5]

Additionally, teachers must be properly trained to integrate AI into their teaching practices effectively. While AI can be an excellent supplement to traditional methods, it should not replace face-to-face interactions or the importance of human guidance in the classroom. Teachers need to be familiar with how to use AI tools in a way that complements their lesson plans, fostering critical thinking and creativity. As students spend more time interacting with technology, it is important that teachers strike a balance between using digital tools for practice and ensuring that students develop the interpersonal and cognitive skills that come with traditional learning methods.

To further maximize the effectiveness of AI in language learning, it is essential for educational authorities to invest in developing localized content in Kazakh and Russian. Given that Kazakhstan is a multilingual country, the creation of educational tools in both the national and regional languages would ensure that students can better relate to the material and deepen their understanding. Tailoring content to local cultural contexts and linguistic nuances is vital for making learning more relevant and accessible.

Looking ahead, future research should explore the long-term impact of AI tools on language retention and academic performance, particularly as students transition into high school and prepare

for national exams. Investigating the effectiveness of AI tools in improving students' performance in standardized assessments, as well as tracking language retention over time, will provide valuable insights into how AI-based language learning can contribute to sustained academic success. Additionally, further studies should examine the ways in which AI tools can help students develop critical thinking skills, intercultural competence, and other competencies that are essential for their personal and professional development in a globalized world.

In conclusion, AI tools hold immense promise in revolutionizing the way English is taught in Kazakhstan's schools, offering personalized, engaging, and efficient ways to learn a global language. However, their successful integration requires thoughtful planning, investment in resources, and continuous professional development for teachers. By addressing issues such as digital access, content localization, and teacher training, AI can enhance the educational experience for 8th-grade students, laying a strong foundation for their future language proficiency and academic success.

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UDC 881.21

THE ROLE OF ARTIFICIAL INTELLIGENCE IN MODERN TRANSLATION STUDIES: ENHANCING ACCURACY AND EFFICIENCY THROUGH AI TOOLS

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Түйіндеме

Бұл мақалада жасанды интеллектіні (ЖИ) аударматану саласында қолдану және оны болашақ аудармашыларды даярлауда пайдалану мәселесі қарастырылады. DeepL, Google Translate, Trados Studio және ChatGPT сияқты құралдар зерттеліп, Қазақстандағы студенттер арасында сауалнама жүргізілді. Нәтижесінде ЖИ аударма процесін жылдамдатып, техникалық мәтіндерде тиімділікті арттыратыны анықталды. Сонымен қатар, студенттер мәтінді өңдеу және аудармалық шешім қабылдау дағдыларын дамыта бастайды. Дегенмен, көркем және мәдени мәтіндерде ЖИ шектеулі жұмыс істейді, бұл кәсіби аудармашының рөлін сақтау қажеттілігін көрсетеді. ЖИ - көмекші құрал ретінде пайдалы, бірақ толықтай адамды алмастыра алмайды.

Кілт сөздер: аударматану, жасанды интеллект, нейрондық машиналық аударма, CAT құралдары, ChatGPT, DeepL, аударма оқыту, постредакциялау.

Аннотация

Данная статья посвящена применению искусственного интеллекта (ИИ) в переводоведении и его роли в обучении студентов переводу. В ходе исследования были рассмотрены такие ИИ-инструменты, как DeepL, Google Translate, Trados Studio и ChatGPT. На основе анализа литературы и опроса студентов в Казахстане установлено, что ИИ значительно повышает скорость и эффективность перевода, особенно технических текстов, а также помогает студентам развивать навыки редактирования и критического анализа перевода. Однако отмечены ограничения при работе с художественными и культурно-нагруженными текстами, что подчеркивает необходимость сохранения роли человека-переводчика. Результаты подтверждают, что ИИ должен использоваться как вспомогательный инструмент, а не замена профессионального перевода.

Ключевые слова: переводоведение, искусственный интеллект, нейронный машинный перевод, CAT-инструменты, ChatGPT, DeepL, обучение переводу, постредактирование.

Translation studies, as an interdisciplinary field, continue to evolve with technological advancements. In recent years, Artificial Intelligence (AI) has emerged as a transformative force in the domain of translation, revolutionizing how texts are rendered between languages. From machine translation engines like Google Translate and DeepL to AI-enhanced computer-assisted translation (CAT) tools such as SDL Trados Studio and MemoQ, AI significantly impacts both the theory and practice of translation.

The integration of AI into translation is not limited to automated output. Rather, it encompasses a broader ecosystem involving neural machine translation (NMT), terminology management, automated quality assessment, and real-time multilingual communication. These tools have become essential in translation workflows, especially in professional contexts where speed, consistency, and cost-efficiency are crucial.

This study investigates the influence of AI technologies on translation accuracy, translator productivity, and the educational process in training future translators. It also explores the changing competencies required by modern translators in an AI-assisted environment—skills such as post-editing, evaluating machine-generated output, and maintaining cultural and contextual fidelity in translation [1].

Special attention is paid to how AI reshapes the role of the translator, turning them into language mediators and post-editors of AI-generated texts rather than sole content producers. As translation becomes increasingly data-driven and automated, ethical concerns such as authorship, quality control, and data privacy also come to the forefront.

This research is particularly relevant in the context of rapidly growing demands for multilingual content in business, academia, and digital media. Moreover, it is highly applicable to the educational landscape in Kazakhstan, where translation training programs are adapting to the global trend of digital transformation [2]. The study aims to assess how AI tools can be effectively integrated into translation pedagogy and how they influence students' learning outcomes, professional readiness, and critical translation awareness.

This study adopted a mixed-methods approach to investigate the role and impact of artificial intelligence in translation studies. The research design integrated a comprehensive literature review, detailed analysis of selected AI translation tools, and a small-scale empirical survey to provide both theoretical and practical insights.

The literature review focused on academic publications from 2019 to 2024, sourced from databases such as Scopus, Web of Science, and Google Scholar. Key areas of interest included the development and application of neural machine translation (NMT), the integration of AI into computer-assisted translation (CAT) tools, and the evolving skill set required of professional translators in response to these technological advances. Notable contributions included the works of Garcia and Pena (2022) and Munday (2023), which provided foundational perspectives on the intersection of AI and translation competence.

In parallel, a tool-based analysis was carried out to assess the functionality and distinguishing features of several widely used AI-driven translation platforms. These included DeepL, recognized for its contextual sensitivity and fluency in target texts; Google Translate, valued for its extensive language coverage and real-time processing; Trados Studio enhanced with AI plugins, offering a suite of features such as translation memory, terminology management, and AI-assisted quality control; and ChatGPT, utilized for tasks such as style adaptation, back-translation, and the clarification of complex terminology.

To complement the theoretical and technical evaluations, an empirical survey was administered to a group of 45 undergraduate students enrolled in a Translation Studies program in Kazakhstan. Participants engaged with each of the selected tools through a series of short translation tasks encompassing general, technical, and literary texts. Following this hands-on experience, they completed a structured questionnaire designed to capture their perceptions

regarding the usability, output quality, and overall trust in AI-assisted translation.

This multi-pronged methodology enabled a holistic understanding of both the capabilities of current AI translation technologies and their reception among emerging professionals in the field.

Results

The findings of the study revealed several key insights into the effectiveness and limitations of AI-assisted translation tools across multiple dimensions of performance and user experience. Data from participant surveys and translation task evaluations highlighted trends in productivity, accuracy, user behavior, and educational value.

1. Translation Speed and Productivity

A significant majority of respondents (87%) reported that AI tools, particularly when combined with CAT platforms, considerably reduced the time needed to complete translation tasks. The greatest efficiency gains were observed in technical texts, where repetitive structures and standardized terminology allowed AI tools to produce quick and relatively accurate drafts. Students noted that the initial phase of translation often the most time-consuming was greatly accelerated by automated suggestions, allowing more time for revision and refinement.

2. Accuracy and Contextual Quality

In terms of linguistic accuracy, DeepL consistently outperformed other tools, especially in translations involving European languages such as German, French, and Spanish. Students appreciated its ability to capture context and syntax more naturally compared to other platforms. However, challenges remained in the domain of culturally specific content and literary texts, where AI tools sometimes failed to grasp metaphorical language, idiomatic expressions, or tone. Post-editing by humans was frequently required to restore nuance and cultural sensitivity.

3. Terminology Consistency

Terminological accuracy was another area where AI tools demonstrated strong potential. When integrated with terminology databases in platforms like Trados Studio, AI systems maintained high levels of consistency across texts. Around 78% of participants found AI-generated term suggestions helpful, particularly in technical and scientific translations. However, students emphasized the need for expert verification of specialized terms to ensure domain accuracy.

4. User Trust and Editing Behavior

While 64% of students expressed general trust in AI outputs for draft translations, they remained cautious when it came to final submissions. Many preferred to treat AI-generated content as a base for revision rather than a finished product. In particular, students expressed concern over AI's performance with idioms, metaphors, and stylistic adaptations in literary texts, which required manual editing to meet quality expectations.

5. Educational Value

Beyond translation accuracy, students highlighted the pedagogical benefits of AI tools, especially ChatGPT. It was frequently used not just for generating translations, but for understanding subtle differences between variants, exploring cultural references, and rephrasing texts for different target audiences. Many participants reported that interacting with ChatGPT helped them develop their stylistic sensitivity and explore multiple translation strategies.

Table 1: Summary of Key Findings by Area

Category	Key Observations	% of Participants
Speed/Productivity	Significant time savings with AI-assisted translation, esp. in technical texts	87%
Contextual Accuracy	DeepL rated highest for fluency and contextual match; weak in cultural nuance	—
Terminology Consistency	Strong when paired with Trados; useful term suggestions, but need for verification	78%
Trust and	AI useful for drafts; human revision required for	64%

Editing	idiomatic/literary accuracy	
Educational Use	ChatGPT valuable for variant analysis, cultural explanations, and stylistic learning	—

Discussion

The findings of this study affirm that artificial intelligence is no longer a peripheral element but an integral part of contemporary translation practice. AI-driven tools such as DeepL, Google Translate, Trados Studio, and ChatGPT have demonstrated considerable potential in enhancing translation speed, improving consistency, and offering educational value particularly for students and novice translators. However, while their capabilities are growing, these tools are not without limitations, and their integration into both professional and educational contexts must be approached with critical awareness.

One of the clearest outcomes is the substantial improvement in productivity, particularly when translating technical or formulaic texts. The majority of student participants found AI tools especially useful in reducing time spent on initial drafts, suggesting that AI systems are effective at handling predictable language patterns and specialized terminology. This mirrors findings from recent literature (e.g., Garcia & Pena, 2022), which suggest that neural machine translation (NMT) is most effective in high-consistency domains. However, this efficiency often comes at the expense of nuance and stylistic richness, especially in more creative or culturally embedded texts.

Indeed, participants reported that literary translation remains a domain where human intervention is not only necessary but irreplaceable. Despite improvements in contextual awareness, AI systems continue to struggle with idiomatic language, metaphorical expressions, and cultural references elements that are essential to maintaining the integrity of a source text's tone and meaning. These limitations reinforce a growing consensus in the field: that AI should be positioned as a complementary aid, rather than a substitute, to human translation. The translator's role is thus shifting from that of a primary producer to a post-editor, evaluator, and cultural mediator, responsible for adapting AI-generated drafts to align with cultural, stylistic, and ethical standards.

This evolving role has clear implications for translator education. On the one hand, the integration of AI into training programs opens up new pedagogical opportunities. For example, comparing AI-generated translations with human versions can sharpen students' editing skills, foster deeper contrastive language analysis, and cultivate a critical approach to automated outputs. As students evaluate machine translations, they become more aware of subtleties in syntax, register, and cultural adaptation. Tools like ChatGPT have also proven effective in helping students explore variant expressions, understand intercultural meaning, and adapt texts for specific audiences, thereby supporting stylistic creativity and linguistic flexibility.

On the other hand, overreliance on AI may risk diminishing fundamental linguistic competencies, particularly if students begin to treat AI outputs as authoritative rather than provisional. Educators must therefore find a balance between embracing innovation and reinforcing core skills such as grammar, lexical precision, and source text interpretation. Instruction should emphasize AI literacy not just how to use these tools, but how to critically assess their limitations and make informed choices when revising or rejecting AI suggestions.

Looking forward, several areas merit further research. First, there is a need to explore how AI integration affects professional translator workflows, including changes in productivity, quality assurance processes, and division of labor between humans and machines. Studies focusing on cognitive load during AI-assisted translation could provide insights into how these tools impact mental effort, decision-making, and translator fatigue. Furthermore, as AI systems are increasingly trained on domain-specific data, future research should investigate the role of corpus creation and customization in enhancing output quality in fields such as law, medicine, or finance.

Finally, longitudinal studies could shed light on how students' attitudes and competencies evolve over time with sustained exposure to AI tools. Do they become more critical, more efficient, or overly dependent? How does their stylistic intuition develop when working with, rather than against, automated systems? Understanding these dynamics is essential for designing future-ready

translation programs that integrate technology without compromising human agency, creativity, or judgment.

Artificial Intelligence has emerged as a transformative force in the field of translation studies, offering both opportunities and challenges. As this study has shown, when thoughtfully integrated into translator education, AI can act as a powerful ally enhancing translation speed, promoting terminological consistency, and fostering critical engagement with language. Tools such as DeepL, Trados Studio, Google Translate, and ChatGPT are reshaping the ways students approach translation tasks, not only by increasing efficiency but also by encouraging deeper reflection on linguistic choices and cultural nuances [3,125].

However, it is equally clear that AI cannot and should not replace human translators. Its current limitations particularly in handling idiomatic, literary, and culturally rich content underscore the irreplaceable value of human judgment, creativity, and contextual understanding. Translators are not merely linguistic converters; they are interpreters of meaning, tone, and culture. As such, the human role is evolving not disappearing shifting toward that of a post-editor, strategist, and cultural mediator within the translation process [4].

To fully harness the benefits of AI while safeguarding the integrity of the profession, academic programs must adopt a balanced, future-oriented approach. This involves more than just teaching students how to use translation software. It requires cultivating technological literacy alongside deep linguistic knowledge, intercultural competence, and ethical awareness. Students should be trained to critically assess AI-generated outputs, understand their limitations, and refine those using professional standards of quality and nuance.

Moreover, AI's role in translation education should be leveraged not only as a productivity tool but also as a pedagogical resource one that can support language analysis, revision training, and stylistic experimentation. By comparing and contrasting human and AI translations, students develop stronger editing skills and a more refined translatorial voice [5,19].

In conclusion, the future of translation lies in a hybrid model one where human expertise and artificial intelligence work in tandem. Educators, researchers, and industry professionals must continue to collaborate in shaping this future, ensuring that AI enhances rather than diminishes the depth, quality, and cultural responsibility of translation practice. As technology continues to evolve, so too must our pedagogical strategies, research agendas, and professional standards guided by the understanding that while machines can translate words, only humans can truly translate meaning.

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УДК 371.134

АНГЛИЙСКИЙ ЯЗЫК И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ

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Түйіндеме

Қазіргі заманда ағылшын тілі көптеген қызмет салаларында маңызды рөл атқарады, ал жасанды интеллект оны үйрену процесіне белсенді әсер етеді. Технологиялардың дамуы ағылшын тілін үйренуге арналған мобильді қосымшалар, дауыс көмекшілері мен чат-боттар сияқты көптеген құралдарды жасауға мүмкіндік берді. Өз кезегінде, ағылшын тілі бағдарламалау мен жасанды интеллект саласындағы ғылыми зерттеулерде негізгі тіл болып қала береді.

Түйінді сөздер: ағылшын тілі, жасанды интеллект, оқу, технологиялар, бағдарламалау

Summary

In today's world, the English language plays an important role in many fields of activity, while artificial intelligence actively influences the process of learning it. Technological advancements have led to the creation of numerous tools for learning English, such as mobile applications, voice assistants, and chatbots. At the same time, English remains the primary language in programming and scientific research in the field of AI.

Keywords: English language, artificial intelligence, learning, technology, programming

В нынешнее время современные технологии стремительно развиваются, и одной из самых обсуждаемых тем является искусственный интеллект. Искусственный интеллект помогает в работе, обучении и общении, прочно вошел в нашу жизнь. Главным среди языков остается английский, а искусственный интеллект оказывает большое влияние на его изучение. Английский язык считается международным и в современном мире используется во многих сферах, включая программирование, науку и бизнес.

Искусственный интеллект дает людям возможность изучать английский язык разными способами. Мы можем найти специальные приложения, такие как Duolingo или Grammarly, которые исправляют наши ошибки, подсказывают правильные фразы и помогают совершенствовать навыки письма. Кроме того, практиковать разговорный английский позволяют голосовые помощники, такие как Siri или Google Assistant. Также полезными инструментами являются чат-боты с искусственным интеллектом, они поддерживают диалог, исправляют ошибки и предлагают варианты улучшения речи.

Помимо обучения, ключевую роль в развитии самого искусственного интеллекта играет английский язык. Большинство научных исследований, баз данных и программ создаются на английском языке. Некоторые языки программирования, такие как Python и Java, используют английские слова. Именно это делает английский основным языком для специалистов и разработчиков в области ИИ [1].

Таким образом, в будущем роль искусственного интеллекта в изучении английского языка будет расти. Уже сегодня наши технологии дают нам возможность автоматизировать перевод, распознавать речь и анализировать тексты. Вполне вероятно, что в ближайшие годы ИИ будет обучать людей более эффективно, подстраиваясь под каждого ученика, а также учитывая его сильные и слабые стороны.

Таким образом, мы понимаем, что английский язык и искусственный интеллект тесно связаны. Искусственный интеллект помогает людям изучать английский язык быстрее и удобнее, а сам искусственный интеллект развивается с помощью английского языка. С учетом стремительного развития технологий, знание языка остается важным навыком в современном мире.

Будущее в изучении английского языка с помощью искусственного интеллекта. В будущем будут меняться способы изучения английского языка с помощью искусственного интеллекта.В будущем мы можем наблюдать за созданием персонализированных образовательных платформ с помощью новых технологий. Которые помогут нам определить наш уровень знаний, наши предпочтения и стиль обучения каждого человека.

Такие платформы помогут нам быстро подбирать упражнения под каждого, следить за успехами и адаптироваться к темпу ученика.Предполагается, что уже завтра виртуальные педагоги будут заменять нам репетиторов, предоставляя обучающимся полноценный доступ к обучению. Например, разговорные боты будут не только показывать и исправлять ошибки, но и анализировать интонацию, грамматику и произношение, тем самым помогая людям говорить более естественно.

Искусственный интеллект в общении и переводе. Благодаря развитию искусственного интеллекта мы можем заметить как улучшаются системы автоматического перевода. На сегодня такие сервисы, как Google Translate и DeepL, могут с точностью переводить любые тексты.

Переводы станут более естественными и точными так как в будущем нейросети будут воспринимать эмоции,культурные нюансы языка а также контекст.Более того, системы распознающие речи обеспечат нам быстрый перевод устных разговоров в режиме реального времени. Это не мало важно для международного бизнеса, путешествий и научных исследований.Возможно, в будущем появятся устройства, которые смогут автоматически синхронизировать перевод с голосом говорящего, упрощая и делая общение между людьми разных национальностей более комфортным.

Влияние английского языка на искусственный интеллект. По сей день английский язык продолжает играть значительную роль в развитии технологий, включая сферу ИИ. Большая часть инновационных разработок, научных публикаций и программного кода создается именно на английском языке.Это означает, что специалистам в области искусственного интеллекта для получения актуальной информации необходимо знание английского языка.Более того, английский язык это основной язык, на котором обучаются ИИ-системы. Крупные языковые модели, такие как ChatGPT, обучаются на англоязычных текстах, что помогает им точнее воспринимать и формулировать естественные ответы.Развитие многоязычных моделей в будущем позволит искусственному интеллекту точнее понимать и переводить различные языки, тем не менее английский всё равно сохранит своё ведущее значение [2].

Искусственный интеллект и английский язык продолжают развиваться вместе. Искусственный интеллект помогает людям изучать английский язык быстрее и эффективнее, а сам развивается с помощью огромного количества информации на этом языке.В ближайшие годы технологии будут ещё более доступными, что сделает процесс изучения английского языка удобным и доступным для людей всех возрастов.Таким образом, использованием искусственного интеллекта в сочетании с знанием английского языка открывает для нас новые горизонты в образовании, науке и карьере. Технологии продолжают развиваться изо дня в день, и способность адаптироваться к ним становится очень важным навыком в современном мире.

Как искусственный интеллект помогает в школе и университете.

Сегодня мы можем заметить что искусственный интеллект всё чаще используется в школах и университетах.Искусственный интеллект помогает не только ученикам, но и учителям. Например, с помощью специальных программ можно узнать, какие темы обручающемуся даются легко, а какие — сложнее. Искусственный интеллект помогает подобрать подходящие упражнения, чтобы ученик быстрее усвоил материал. Такой подход делает изучение английского языка более удобным — каждый обучающийся может учиться в своём темпе и повторять то, что не получилось с первого раза.Искусственный интеллект помогает и преподавателям.Искусственный интеллект может проверять письменные упражнения, делать подсказки а также предлагать, что повторить с классом. Это значительно экономит время преподавателя и позволяет ему больше контактировать с учениками, объяснять сложные темы и давать полезные советы [3].

Какие есть трудности. Даже если искусственный интеллект приносит для нас много пользы, есть и трудности. К примеру, переживания некоторых людей, что подобные технологии собирают большое количество личной информации. Поэтому не мало важно, чтобы данные о студентах были защищены и использовались только для учёбы.Есть мнение, что из-за подобных технологий люди могут меньше общаться друг с другом вживую. Это очено важно, когда мы говорим о языке — ведь живое общение помогает нам лучше понимать чувства и эмоции собеседника. Поэтому искусственный интеллект должен быть не заменой учителю, а просто помощником.

Что нас ждёт в будущем. В будущем технологии будут намного интереснее. Учёные

уже разрабатывают виртуальные классы, где ученики будут «погружаться» в англоязычную среду — будто они находятся в другой стране, среди других людей. Можно будет разговаривать с виртуальными людьми, посещать виртуальные магазины или участвовать в диалогах на улице. Всё это поможет нам развивать и продвигать разговорный английский язык в реальных ситуациях.

Также искусственный интеллект будет всё лучше понимать нашу речь, эмоции и даже акцент. Это значит, что искусственный интеллект сможет давать нам точные советы по произношению, помогать говорить правильно и уверенно. Подобные технологии сделают наше обучение более интересным и доступным для всех, независимо от возраста и уровня знаний [4].

Английский язык и искусственный интеллект — это два одинаково важных направления, которые помогают друг другу развиваться. С помощью искусственного интеллекта можно учить английский намного быстрее и удобнее, а знание английского помогает лучше понимать современные технологии. Главное — уметь воспользоваться этими возможностями с умом и не забывать, что живое общение по прежнему остается важным.

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УДК 002.52:0048

ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СОЗДАНИИ ВЕБ РАЗРАБОТОК

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Түйін

Бұл мақалада веб-дамытуларда өсіп келе жатқан жасанды интеллект (ЖИ) рөлі талқыланады. Негізінен ЖИ-ді интеграциялау, тілдерді өңдеу, код жазуды автоматтандыру, ЖИ негізіндегі сайттар құру және мүмкіндігі шектеулі адамдарға арналған көмекші технологиялар аспектілері қарастырылады. ЖИ пайдаланудың артықшылықтарына — өнімділікті арттыру, мазмұнды дараландыру, әлеуметтік инклюзивтілік және уақытты үнемдеу сияқты аспектілерге ерекше назар аударылған. Алайда, сонымен қатар деректер сапасына тәуелділік, құпиялылық мәселелері және ЖИ негізіндегі шешімдердің шығармашылықтан жұрдай болуы сияқты шектеулер де анықталады. Мақалада технологиялардың қарқынды дамуына қарамастан, ЖИ әзірге веб-дамыту саласында адам интуициясы мен шығармашылық көзқарастың орнын толық баса алмайтыны атап өтіледі. Қорытынды бөлімде ЖИ-ні қолданудың этикалық қырлары мен ашықтық пен қауіпсіздікті қамтамасыз ету үшін технологияларды одан әрі жетілдіру қажеттілігі талқыланады.

Кілт сөздер: жасанды интеллект, веб-дамыту, қолжетімділік, табиғи тілді өңдеу, автоматтандыру, чат-боттар, ЖИ этикасы.

Abstract

This article examines the growing role of artificial intelligence (AI) in web development. It primarily focuses on aspects of AI integration, natural language processing, automated coding, AI-based website creation, and assistive technologies for people with disabilities. Special attention is given to the advantages of using AI, such as increased productivity, content personalization, social inclusivity, and time efficiency. However, limitations are also identified, including dependence on data quality, privacy concerns, and a lack of creativity in AI-driven solutions. The article notes that, despite rapid technological advancements, AI is

not yet capable of fully replacing human intuition and creative thinking in web development. In conclusion, the ethical implications of AI usage and the need for further technological improvements to ensure transparency and security are discussed.

Keywords: artificial intelligence, web development, accessibility, natural language processing, automation, chatbots, AI ethics.

За последнее время человечество стало зависимо от технологий. Автоматизация заменила ручной труд людей. Персонал по обслуживанию населения был замещен чат ботами. Огромное число пользователей выбирают искусственный интеллект, так как благодаря ему продуктивность и производительность стремительно растет. По причине того, что внедрение искусственного интеллекта улучшает работу веб сайтов, разработчики веб сайтов пользуются этой тенденцией. Что же представляет собой искусственный интеллект? Почему в настоящее время становится сложным распознать и отличить искусственный интеллект от деятельности человека? Причиной тому является прогрессирующие технологии. Цель искусственного интеллекта- пользоваться человеческими ресурсами, понимать язык, взаимодействовать как человек, адаптироваться к человеческим ресурсам для решения задач. Системы ИИ могут улучшать свою работу благодаря машинному обучению без особой необходимости предоставлять инструкции от разработчиков. Все данные, которые получает машина и все взаимодействия с данными способствуют изучению новых действий. Примером тому служит всеми знакомый Chat GPT, завоевавший признание и популярность за способность внедряться в беседы как человек, анализировать, опровергать, сопоставлять, вычислять и выполнять бесчисленное количество действий, подвластных человеку. За первую неделю своего существования он привлек больше миллиона пользователей со всего мира. В этой статье я хотел бы исследовать растущую важность искусственного интеллекта в создании веб разработок и обеспечить понимание в его использовании.

Вспомогательные технологии–это программное обеспечение, которое помогает людям с ограниченными возможностями взаимодействовать с цифровыми ресурсами на просторах интернета. Чтобы улучшить доступность веб документов, вспомогательные технологии помогают пользователям взаимодействовать в сети путем транскрибирования мультимедийного материала в текст. Например, Google Cloud Speech -to-Text, IBM Watson Text to Speech, Rev AI, Speak AI. Другим программным обеспечением является распознавание изображения. Оно бесспорно важно для пользователей с нарушениями зрения. Используются алгоритмы для сравнения изображений с сохраненными данными и генерируется описание. Примерами служат: Microsoft seeing AI, Google Cloud auto ML vision, IBM Visual insights, Vue AI[2]. Система распознавания лица еще одна вспомогательная функция, позволяющая сравнивать данные, сохраненные с фото с персональными чертами людей. Это обеспечивает более безопасное взаимодействие в сети. Эта функция полностью заменит CAPTCHA. Например, Amazon Recognition, FaceMe, BioID, Sky Biomety[2]. Голосовой помошник позволяет пользователям использовать голосовые команды для взаимодеятельности в сети. Он незаменим для людей, кто испытывает трудности с навигацией в сети. Ими являются Google Assistant, Voxist, Otter[1]. Какие же преимущества дает нам ИИ в веб-доступности? Решения на базе искусственного интеллекта более доступны и часто бесплатны для пользователей. Бизнес лица, а так же некоторые пользователи могут пользоваться ресурсами ИИ за определенную плату и получить расширенные возможности. ИИ позволяет подстраиваться под нужды пользователей. Появляется возможность изменить размер шрифта, цвет, язык. Автоматические задачи, такие как “сгенерируй текст” или “создай задания, презентации, надписи”, значительно экономит время и энергозатраты пользователей. ИИ способствует социальной инклюзивности, обеспечивая равные возможности для пользователей с ограниченными возможностями.

Несмотря на множество преимуществ, ИИ-доступность так же имеет некоторые ограничения. Все инструменты полагаются на высоко-квалифицированные данные и

надежное интернет соединение, что может стать проблемой для пользователей со слабым интернет покрытием. Идентификационные системы, на базе искусственного интеллекта настораживают пользователей в плане защиты персональных данных. Алгоритмы могут отклоняться от собранных материалов и тем самым привести к последствиям. Нужна постоянная оценка чтобы избежать ошибок. Решения, основанные на ИИ несовершенны и нуждаются в постоянном оценивании для обеспечения эффективности. На самом деле, интеграция ИИ до сих пор находится на ранней стадии и нуждается в постоянном усовершенствовании и требует огромного труда.

Мы взаимодействуем с ИИ при заполнении форм, общении в социальных сетях, разрабатываем и работаем над проектами. С накоплением большой информации от пользователей, ИИ может обеспечить пользователей в настоящее время персональной информацией, соответствующей предпочтениям каждого. В основе ИИ и взаимодействия в сети лежит обработка естественного языка. Она нужна для того, чтобы ИИ понимал и анализировал текст человека. Данные, загруженные в обработку естественного языка, далее используются в формировании ответов и последующего общения. Обработка естественного языка-это отрасль ИИ, которая фокусируется на понимании языка человека. Обработка естественного языка позволяет ИИ имитировать речь человека и выполнять задания. Например, в чат ботах обработка естественного языка позволяет виртуальному помошнику распознать текст и понять намерения запроса, и, в свою очередь, правильно ответить. Огромное число организаций внедрили чат-боты, созданные на базе ИИ чтобы увеличить текучесть кадров. Например, IBM Watson Assistant, Google DialogFlow, Zapier AI chatbot, Intercom, Tidio[3]. Анализ настроений- это обработка естественного языка, которая анализирует все формы выражения мнения или эмоций. Такой анализ настроения обычно помещается в отзывах клиентов и делает работу сайта продуктивной. Examples include: Lexalytics, BrandWatch, MonkeyLearn[3]. Обработка естественного языка способна редактировать длину параграфа, контент текста, стиль и вид текста. Очень важной опцией является способность делать обобщение длинных текстов. Это удобно тем, у кого мало времени на чтение, или людям, которые быстро отвлекаются от чтения длинных текстов. Вот некоторые из них: AssemblyAI, Meaning Cloud[1]. Безусловно, функция перевода языка широко используется в сети. Обработка естественного языка позволяет пользователям знакомиться с информацией на родном языке без риска не понять содержание. Это Google translate API, Microsoft text translator API, DeepL translate API[2]. Существует опасение что обработка естественного языка станет сложной и мы станем зависимы от ИИ. В результате, люди станут не способны взаимодействовать друг с другом. Пока ИИ проигрывает перед интерактивностью между людьми в том, что он не способен полностью понимать и интерпретировать язык человека. Это должно будет означать, что ИИ начнет креативно мыслить и формировать собственные мнения. Вполне уже широко используется сенсорная интернет-навигация, где пользователи используют свои руки и жесты тела при взаимодействии в сети. Таким примером послужила интеграции AR и VR. Такие технологии расширили визуализацию и обеспечили более глубокое погружение в мир интернета. Веб-разработка- это процесс, который требует особого внимания и навыков понимания процесса. Нынешний ИИ не способен заменить веб-разработчиков, так как мы должны обеспечить инструкцию как выполнять задание. ИИ не может думать за пределами короба, куда его поместили. Он может только предлагать решения проблем, которые люди решили ранее.

В этой части я хочу рассмотреть помошников кодирования и их роль в разработке сайтов. Помошники кодирования-это инструменты, используемые ИИ для написания кодов программистами быстро и точно. Они обеспечивают предложения, авто-выполнения, исправление ошибок и генерирование кодов. GitHub Copilot[3]- это расширение кода Visual Studio, разработанное GitHub. Он работает как программист в паре с AI, который предлагает код на основе существующей кодовой базы. Он использует OpenAI codex, систему глубокого обучения, обученную на миллиардах строк кода, чтобы предлагать код. MutableAI

обеспечивает не только предложения автозаполнения для кодовых баз. Он помогает пользователям полностью рефакторить и обновить их кодовую базу.

Помощник по кодированию Codiga обеспечивает обзор кодовой базы с высоты птичьего полета, и гарантирует разработчикам создание более чистого кода. Он анализирует статический код для обнаружения ошибок, проблем безопасности и утечки учетных данных в кодовой базе. Tabnine — помощник по кодированию, который помогает разработчикам повысить производительность, обладает конфиденциальностью кода, которая гарантирует безопасность, конфиденциальность и соответствие. Такие помошники по кодированию повышают эффективность разработчиков за счет автоматизации повторяющихся задач, облегчая работу программистов и позволяя кодировать быстрее. Качество кода улучшается. Они так же предлагают лучшие решения по написанию кода.

Создатели веб-сайтов на базе ИИ используют инструменты без кода чтобы создать веб-сайт. Они создают макет веб-сайта, его содержимое и изображение. Типичным примером служит WixADI. Wix — популярный интерфейс без кода для создания веб-сайтов. Их инструмент ADI использует ИИ для создания интерфейса веб-сайта за считанные минуты. Пользователи могут редактировать веб-сайт в редакторе Wix в соответствии с индивидуальными предпочтениями. CodeWP — это инструмент ИИ для создания сайтов WordPress. Он позволяет пользователям создавать сложные темы и плагины для своих сайтов WordPress. Framer обеспечивает подход к веб-разработке, который отвечает разнообразным потребностям. Пользователи могут импортировать свой дизайн Figma или генерировать идеи дизайна с помощью ИИ, настраивать пользовательский интерфейс, а затем развертывать полностью функциональный веб-сайт[1]. У создания сайтов есть неограниченное число преимуществ. Создатели проводят меньше времени над однотипными заданиями, ИИ справляется с их решением за считанные минуты. Так же это позволяет сэкономить на создании проекта. Большинство инструментов ИИ разработаны с учетом потребностей пользователей, опираясь на навыки, давая рекомендации, устраняя ошибки со шрифтом. Наряду с положительными характерными чертами, существуют минусы, такие как отсутствие креативности и уникальности. Создания шаблонов на основе ИИ не достаточно гибкие и выполняют не так много функций. Бывают случаи, когда приходится вручную кодировать функции. Человеческая интуиция и решение проблем-незаменимы.

Этот способ создания вебсайтов применим в самых разных отраслях. Пользуясь возможностями ИИ для повышения удобства, организации могут облегчить работу сотрудников, оставаться конкурентноспособными и соответствовать и удовлетворять ожидания потребителей. Веб-разработчики должны решать многочисленные этические проблемы при использовании инструментов ИИ, уважать конфиденциальность и прозрачность при создании вебсайтов.

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UDC 81’25

AI NEGATIVE EFFECTIVE FOR CRITICAL THINKING IN FOREIGN LANGUAGE LEARNING

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Түйін

Бұл мақалада жасанды интеллекттің (ЖИ) тіл үйренуге кері әсер ететін негізгі жағдайлар қарастырылды. ЖИ құралдары студенттерге көмектескенімен, оларды шамадан тыс пайдалану тілді меңгеруге кедергі келтіреді. Контекстті дұрыс түсінбеу, студенттердің өзіндік ойлау қабілетінің төмендеуі және тіл үйренуге деген мотивацияның азаюы – ЖИ -дің кері әсерлерінің бірі. Сондықтан, ЖИ-ді көмекші құрал ретінде пайдаланып, шынайы тілдік орта мен интерактивті оқыту әдістерін ұмытпау маңызды.

Кілт сөздер: жасанды интеллект, тіл үйрену, өзіндік ойлау, мотивация, интерактивті оқыту, контекстті түсіну.

Резюме

В данной статье рассматриваются основные негативные факторы влияния искусственного интеллекта (ИИ) на изучение языков. ИИ- инструменты помогают студентам, однако их чрезмерное использование может препятствовать освоению языка. Непонимание контекста, снижение способности к самостоятельному мышлению и уменьшение мотивации к изучению языка – одни из негативных последствий ИИ. Поэтому важно использовать ИИ как вспомогательный инструмент, не забывая о живой языковой среде и интерактивных методах обучения.

Ключевые слова: искусственный интеллект, изучение языка, критическое мышление, мотивация, интерактивное обучение, понимание контекста.

Artificial intelligence (AI) has become an essential tool in many areas of life, including language learning. AI- powered translation tools, grammar checkers, and chat bots help learners improve their writing and speaking skills. However, excessive reliance on AI is already causing serious problems. When learners depend too much on AI, it weakens their critical thinking, reduces motivation, and harms their ability to communicate effectively.

Literature Review

1. AI in language Learning

AI tools personalize feedback and automate repetitive tasks [1], yet their immediacy may reduce opportunities for problem-solving. For instance, chat bots like Duolingo's bots provide instant answers, potentially curtailing learner reflection.

2. Critical Thinking and Language Acquisition

Critical thinking in language learning involves inferring meaning, constructing argument, and evaluating cultural contexts. Such skills require cognitive effort, often cultivated through struggle and reflection.

3. AI's Potential Drawbacks

Studies suggest AI can create «cognitive offloading»[2] where learners rely on external tools rather than internalizing processes. Over-reliance on Grammarly, for example, correlates with diminished self-editing abilities. Recent research also highlights that AI-generated feedback while often accurate, does not provide the same depth of explanation as human instructors. As a result, students may struggle to apply corrections in new contexts, limiting their overall language development.

Weakening Critical Thinking Skills

Language learning, is not just about memorizing words; it also requires critical thinking. To write correctly and express ideas clearly, learners must analyze their own mistake and think through solutions. However, AI is taking over this process, leading to a decline in independent thinking.

For example, a student writing an essay in English may use AI to generate an entire text instead of constructing sentences themselves. Over time, they become dependent on AI and lose the ability to analyze and correct their own errors. This is already weakening their problem-solving skills and reducing their ability to think independently.[3]

Reducing Motivation to learn

Learning a new language is challenging but also rewarding. The process of discovering new words, forming sentences, and improving skills over time can be exciting. However, AI's instant answers are making students less interested in the learning process. In the part, students would spend time searching for the correct word in a dictionary, thinking about sentence structure, and

practicing grammar. Now, many simply copy and paste text into an AI tool and get an immediate answer. As a result, students are putting in less effort and losing the motivation to actively engage with the language. Research suggests that students who rely on AI for learning tend to struggle with deep processing and critical engagement with the material.[4]

Moreover, studies show that AI-assisted writing tools can reduce students ability to self-edit their work, leading to weaker writing and problem-solving skills.[5]

Harming Communication Skills

The primary goal of learning a language is to communicate effectively. The includes speaking, listening and engaging in conversations with real people. However, AI is negatively affecting students speaking and listening skills.

For instance, if a student prepares for an interview in English using AI- generated responses, they might struggle in a real conversation. In real-life interactions, people speak with different accents, use informal language, and express emotions. If a student is used to AI- generated perfect sentences, they may become confused or anxious in a natural conversation. AI is already making it harder for students to adapt to real-world communication.[6] Furthermore, relying on AI for pronunciation assistance can lead to unnatural speech patterns, as AI-generated voices lack the rhythm and intonation of native speakers. Without real-world practice, students risk developing an overly robotic or unnatural speaking style.

Creating Misunderstandings in Language Context

AI translation tools often provide literal translations that may not capture the correct meaning of a phrase. Language learning involves understanding context, idioms, and cultural expressions. However, students are increasingly relying on AI leading to misunderstandings.

For example, In Kazakh, the phrase «Басым ауырып тұр» literally translates to «My head is hurting», but the correct English equivalent is «I have a headache». AI might translate it incorrectly, leading to confusion. Learners struggling to understand and use language naturally. Research shows that AI-generated translations often fail to capture the cultural and contextual nuances of languages, which can hinder true language acquisition[6].

Killing Creativity

Writing in a foreign language is a creative process. It requires learners to organize their through, choose the right words, and express their ideas in a meaningful way. However, AI is taking over this process, causing a decline in students creativity.

For example, in the past, students had to carefully construct their sentences and think about grammar. Now, many simply input a prompt into AI and receive a perfectly written text. This is already limiting their ability to deveiop their own writing style and think creatively.

Research indicates that personalized AI-driven learning tools may offer benefits, but they also risk making learners overly dependent on automated feedback, reducing their ability to think critically and creatively [5].

Studies also suggest that when learners rely on AI-generated texts, they lose the opportunity to engage in the deeper cognitive processes that drive meaningful learning [2].

Conclusion

While artificial intelligence (AI) makes language learning more accessible, excessive reliance on it negatively affects students critical thinking, motivation, and communication skills. Depending on AI for instant answers reduces logical reasoning and problem-solving abilities, as students become accustomed to relying on automated corrections rather than analyzing their own mistake, This leads to a decline in critical thinking skills and independent learning.

Moreover, motivation decreases as students prioritize quick solutions over overcoming learning challenges. Instead of actively engaging in the learning process, they passively accept AI-generated responses, which hinders the proper development of language skills. Communication abilities also suffer, as learners struggle with real-life conversations due to their dependence on AI-generated interactions. Misinterpretation of context, reduced creativity and mechanical memorization are among the key issues caused by excessive AI use.

AI is a useful tool, but it must be used wisely. Genuine language skills develop through

practice, active thinking and independent learning. AI should be a supportive resource rather than a replacement for traditional learning methods. Only by maintaining a balanced approach can AI enhance language learning without limiting cognitive development.

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UDC 811.111

USING ONLINE TRANSLATORS: CONCEPT AND MAIN PROBLEMS OF AUTOMATIC TRANSLATION

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Түйін

Мақалада онлайн аудармашыларды пайдалану, олардың заманауи коммуникациядағы рөлі және мәтінді аудару кезінде мұндай жүйелердің кездесетін негізгі мәселелері қарастырылады. Машиналық аударманың контекстегі қателер, грамматика, идиомалық аудармалар және мәдени айырмашылықтар сияқты кемшіліктері бағаланады. Сәтсіз аудармалардың мысалдары келтіріліп, машиналық аударма технологияларын жетілдіру жолдары талқыланады.

Кілттік сөздер: онлайн аудармашылар, машиналық аударма, автоматты аударма мәселелері, аударма алгоритмдері, контекстік аударма.

Резюме

В статье рассматривается использование онлайн-переводчиков, их роль в современной коммуникации и основные проблемы, с которыми сталкиваются такие системы при переводе текста. Оцениваются недостатки машинного перевода, такие как ошибки в контексте, грамматике, переводах идиом и культурных различиях. Приводятся примеры неудачных переводов, обсуждаются пути совершенствования технологий машинного перевода.

Ключевые слова: онлайн-переводчики, машинный перевод, проблемы автоматического перевода, алгоритмы перевода, контекстный перевод.

With the development of technology and globalization, the need for fast and affordable translation has become one of the key challenges for international communication. Online translators such as Google Translate, Yandex.Translate and DeepL provide a convenient and fast way to translate texts [2, 130]. These systems use machine translation algorithms to convert text from one language to another. However, despite significant progress, such systems still face a number of problems that affect the accuracy of translation [3, 77]. This article examines the main problems of machine translation and provides examples of typical errors.

The concept of online translators

Online translators are software tools that use machine translation algorithms to automatically translate texts. Modern machine translation systems use neural networks, which increases the accuracy of processing standard phrases and sentences [2, 130]. The principle of operation of such

systems is to analyze the source text, transform it into a neutral form, search for corresponding phrases in the target language and generate a translation [1, 25]. However, for more complex texts, machine translation systems still have difficulties [3, 78].

Automatic translation, also known as machine translation (MT), is the process of using computer software to translate text or speech from one language to another without human intervention. The goal is to help break down language barriers and make content accessible to a wider audience, instantly or with minimal effort [1, 18]. Here's a deeper look into the concept:

Key Aspects of Automatic Translation:

- Language Pairs: Automatic translation works between specific pairs of languages, like English to Spanish, French to German, etc. The system is trained to translate between those languages with the help of large datasets that pair source and target language texts [3, 81].

Algorithms & Models:

- Rule-Based Machine Translation (RBMT): These systems use predefined rules about grammar and syntax for both the source and target languages. They rely heavily on linguistic rules and dictionaries, which can be labor-intensive to create and maintain [1, 42].
- Statistical Machine Translation (SMT): SMT works by using statistical models that predict the most likely translation based on large corpora of translated text. It doesn't rely on rules but rather learns patterns from vast amounts of bilingual data [1, 53].
- Neural Machine Translation (NMT): The most advanced form, NMT uses deep learning algorithms, specifically neural networks, to understand and generate translations. It works by learning representations of words and phrases in a continuous vector space, which helps create more fluent and accurate translations [2, 131]. Systems like Google Translate use NMT for better performance in terms of both speed and quality.

Benefits:

- Speed: Automatic translation provides instant or near-instant translations, which is especially useful for real-time communication.
- Cost: It is often cheaper than human translation, making it more accessible for individuals and businesses.
- Scalability: MT systems can handle vast amounts of text simultaneously, making them useful for translating large volumes of content, like documents, websites, or social media posts.

Main problems of machine translation. Problems with context

Machine translation often faces the difficulty of correctly interpreting the context. Many words and expressions have several meanings that depend on the situation [3, 83].

Example:

The English word "bank" can mean:

• "financial institution" (e.g., "I went to the bank to withdraw money");

• "river bank" (e.g., "The river bank was covered in flowers").

If the text is not processed taking into account the context, the online translator may choose the wrong meaning of the word, which will lead to an error. For example, if the sentence "I need to go to the bank" is translated as "I need to go to the shore" instead of "I need to go to the bank", the meaning of the translation will be distorted.

Grammatical errors

Machine translation has difficulties in handling grammatical differences between languages. This is especially noticeable when translating between languages with different grammatical structures, for example, from Kazakh to English. Problems arise in areas such as gender, number, cases, and word agreement.

Example:

In Kazakh, nouns have cases, but in English they do not. Let's translate the phrase "Мен өмірді қарсы аламын". A direct translation of "мен адамды көріп тұрмын" would not be correct, because in English you need to use the article "a": "I see a man".

Additional complexity arises when translating phrases where one language uses a case, but the other does not.

Translation of idioms and phraseological units

Idioms and phraseological units often cannot be translated literally, as their meaning differs from the literal one [2,4].

Example:

The phrase "to break the ice" in English means "to end awkwardness in a conversation" or "to start a conversation", but the literal translation "қарым-қатынас кезіндегі қиындықты бұзу" does not make sense in Kazakh. If an online translator translates this phrase literally, it will be absurd.

Another example: the English expression "kick the bucket" literally means "to kick the bucket", but in fact it is an idiom meaning "to die". A mistranslation can lead to misunderstandings.

Cultural and social differences

Each language is associated with the culture in which it is used. Machine translation often does not take into account cultural differences, making it difficult to convey the meaning correctly [3, 85]. Some words and expressions may not have an equivalent in other languages.

Example:

The Kazakh word "Аяз ата" does not have an exact equivalent in English, as there is no such figure in English-speaking countries. If you use the literal translation "Grandfather Frost", the meaning will be lost. In such cases, translators usually use equivalents, such as "Santa Claus" in English-speaking countries, although this is not an exact replacement, but an adaptation.

Prospects for the Development of Machine Translation

With the development of machine translation technologies, especially with the use of neural networks, translation becomes more accurate. In the future, systems are expected to be able to take into account context and grammatical features more effectively, as well as better handle complex phraseological units and idioms.

One promising direction is the creation of specialized translation systems for specific areas, such as medicine, law, and technology. These systems will be able to provide more accurate translations by using specialized dictionaries and terms. One promising direction is the creation of specialized translation systems for specific areas, such as medicine, law, and technology. These systems will be able to provide more accurate translations by using specialized dictionaries and terms [1, 102].

Conclusion

Online translators play an important role in the modern world, facilitating communication between people speaking different languages. However, despite significant advances in machine translation, there are still a number of problems, such as errors in context, grammar, idioms, and cultural differences.

The prospects for the development of machine translation technologies lie in improving existing algorithms and creating more tailored systems for specific areas, which in the future will lead to improved accuracy and adequacy of translation.

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UDC 27-584.5:172.6

TRADITIONAL AND ALTERNATIVE ASSESSMENT ACTIVITIES IN THE EFL CLASSROOM

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Түйін

Мектептерде ағылшын тілін оқытудағы дәстүрлі және портфолиолық бағалаудың тиімділігін салыстыру портфолио бағалау нәтижелерінен және 70% - дәстүрлі (негізінен тесттік) бағалау нәтижелерінен құралды. Бақылау және эксперименттік топтардағы оқытудың айырмашылығы кестеде көрсетілген. Эксперименттік топтағы студенттер әр апта сайын өз құжаттарымен бөлісу және көрсету үшін портфолиоларын әкелді (кейбіреуі кітапқа енгізілген, басқалары мұғалім берген). Аптасына бір рет мұғалім барлық портфолиоларды тексерді. Мен теориялық және эксперименттік деңгейде жүргізген дәстүрлі және портфолиолық бағалауды салыстыру портфолио әдісінің пайдасына айтады. Эксперимент экспериментке қатысқан студенттердің ағылшын тілін шет тілін меңгеру деңгейі бақылау тобына қарағанда екі эксперименттік топта да жылдам өскенін көрсетті, бұл портфолионың жоғары тиімділігін дәлелдейді.

Кілттік сөздер: ағылшын тілі, салыстыру, дәстүрлі, портфолио, бағалау, эксперименттік деңгей, айырмашылықтар

Резюме

Сравнение эффективности традиционной и портфолио оценки в преподавании английского языка в школах составили результаты портфолио оценки и 70% - традиционные (в основном тестовые) результаты оценки. Различия между обучением в контрольной и экспериментальной группах представлены в таблице. Каждую неделю студенты экспериментальных групп приносили свои портфолио (некоторые были включены в книгу, другие были выданы учителем), чтобы поделиться и показать друг другу свои документы. Один раз в неделю учитель проверял все портфолио. Сравнение традиционной и портфолио оценки, проведенное мной как на теоретическом, так и на экспериментальном уровне, говорит в пользу портфолио метода. Эксперимент показал, что уровень владения английским языком как иностранным у студентов, вовлеченных в эксперимент, рос быстрее в обеих экспериментальных группах, чем в контрольной группе, что доказывает более высокую эффективность портфолио.

Ключевые слова: английский язык, сравнение, традиционный, портфолио, оценка, экспериментальный уровень, различия

We have analyzed the “traditional” and the alternative assessment and have come to the conclusion that both of them have advantages and disadvantages, thus, at least for now, a combination of them is an effective approach. However, my hypothesis is that contemporary (e.g., portfolio assessment) is more effective, as it is authentic, student-centered and thus motivating. The goal of the research was to check our hypothesis that the application of portfolio assessment can really have a positive impact on teaching English the level of students’ skills. The reasons are that portfolio assessment gives a more accurate measure of student’s achievement and it contributes more to students’ progress [1]. This is why I held an experiment quantitative research, as measurements had to be applied to prove or disprove the hypothesis. The aims of the experiment were the following:

- to increase student motivation in experimental groups through the application of portfolio,
- to provide students’ active involvement in learning
- to stimulate students to take responsibility for their learning
- to develop a positive attitude toward all skills in English,
- to raise the students’ general language competence
- to encourage students to study and work independently
- to give a chance to the students to reflect about their work and knowledge
- to encourage teacher-student conferencing.

Procedure. The experiment occurred with at the 11th graders (11-A, 11-B, 11-C,) №7 named after K.Satpayev school-luceym in the academic year 2014/2015. The control group was taught without the application of portfolios, while in experimental groups two different kinds of portfolios were used (show-case portfolio in one group and teacher-student assessment portfolio in the other). Otherwise teaching in all three groups was identical – the same number of hours (4 lessons per week, 45 minutes each), the same textbooks, the same methods of material presentation, the same

activities and assessment. The textbook contains portfolio assessment tasks, but very few. At the end of each unit there is a part where students self-assess their knowledge in order to check students' progress in different skills. Though the book involves portfolio assessment, it is not emphasized very much and for this reason, teachers were not using it before my experiment. A pre-test, 2 while-tests and a post-test were used to measure and compare the scores of the students. Both methods aimed at revealing the results before and after experimental instruction in all groups. The students underwent a15-week-long action research in the second semester of 2014-2015 academic years.

The participants and the results are discussed separately in subsections. In the educational process all groups periodically took the same tests, but the students of the control group were also assessed (for semester grades) through oral answers, individual written work like dictation, question-answer, and essays and testing (no self-assessment results were included), while the students of the experimental group were seldom assessed by oral answers, individual written work like dictation, question-answer, and essays and often assessed through portfolio:

a) show-case portfolio in group A

b) teacher-student portfolio in group B

In both experimental groups' semester grade 30% [2].

In group A the students prepared some pieces of work in order to describe their interest in related areas and held presentations (showcase) once a week. During the presentations everybody could ask presenters questions concerning his/her portfolio. Assessment (based on criteria that students knew beforehand) was done by teacher and students in cooperation. For example, one of my students whose portfolio was assessed as the best in the class at the end of the year, likes playing the guitar very much, therefore, drew a picture of guitar, in his paper there were some sayings and quotes by famous guitarists. There was also his article written for the students' Olympiad. It included several different samples of creative writing (a poem and a short story, an essay, a written assessment for a novel study/unit test, and a presentation/project). Criteria of assessment of students' portfolios were: (Text) volume of one piece should not be less than a page and should not exceed 2 pages (so that they are commeasurable). To pass, it is necessary to obtain 5 points, so all aspects should not be satisfactory.

In group B (teacher-student portfolio) after each unit I gave students an assessment paper of a studied unit which was divided in two columns. The first was assessed by student himself/herself, while the second - by the teacher. Teacher and student discussed those parts of portfolio where their assessments differed. Both gave reason why they thought so and they had to come to a consensus. By the end of the semester students' and teachers' assessments basically coincided, which means that students learned to do a more objective self-assessment, to look at their knowledge and skills critically and realistically. This also should lead to better learning, as students knew about their strengths and weaknesses and understood the need to take them into consideration in the process of study [4]. This kind of portfolio seems less creative and exciting, but it certainly is student-centered.

Participants. At the beginning of the second semester of 2014-2015 academic year seventeen-year-old students of the 11th grades at №7 named after K.Satpayev school-luceym were selected with their consent for the experimental teaching. I was informed by the school administration of these students that they were weak and their grades in language courses were not very low but average. But this was not a problem, as the main reason was to select students with lack of motivation in order to increase it. I observed the classes and spoke to students, so I understood all 11th graders were bored having traditional assessment all the time. They were really fed up with testing, essay questions, multiple choice questions, retelling texts by heart, and others. The students filled in the questionnaire forms, which contained questions about students' age, nationality, duration of English language learning, and social conditions of the family.

Features of class A (experimental). The students had low motivation in learning. Their interest was deficient in English language. The students' language scores revealed their weakness. The students were divided into the groups with approximately equal language levels according to their language learning aptitude: at pre-intermediate level –5 students, intermediate- 4

students, and upper intermediate– 5 students.

The students were 17 years old by the time the experimental teaching started. Four of them were girls and of them are boys. All except one were Georgian. There was one Azerbaijani student. The question about social condition of the students' families has revealed that only in 5 cases both parents work, and one of the parents' works in 8 students' families. The duration of experience of learning English (at school, at language courses, and with tutors -altogether) varied from 3 to 10 years.

Features of class B (experimental). The students had low motivation in learning. This group does not have enough competence learning English language. The students were divided into the groups with approximately equal language levels according to their language learning aptitude: at intermediate- 11 students, upper-intermediate – 6 students. The majority of students were 17 years old by the time the experimental teaching started. In this group there were 10 girls and 7 boys. Majority were Kazakh, except three students. There were three Russian students. The question about social condition of the students' families has revealed that only in 5 cases both parents work, one of the parents works in 9 students' families, 3 students' parents are unemployed. The duration of experience of learning English (at school, at language courses, and with tutors - altogether) varied from 3 to 10 years.

Features of class C (control group) 6 students had the pre-intermediate level, 2 students - intermediate, while 5 students - upper-intermediate level. The students were 17 years old by the time the experimental teaching started. In this group there were 5 girls and 8 boys. The majority were Kazakh except two students. There were two Russian students. The duration of learning English (at school, at language courses, and with tutors - altogether) varied from 3 to 10 years. Only in 4cases both parents work, one of the parents' works in 7 students' families, and 2 students' both parents are unemployed.

Description of the tests used for language skills assessment in all groups. As we have mentioned students were assessed before experiment, 2 times during the experiment and once after the experiment. All these tests were in the same format to provide comparability of results. We applied them in all three groups. We avoided using portfolio in assessment. The tests involved the following tasks:

-vocabulary (naming a synonym, choose the correct word),

-reading comprehension (trues, false, no evidence; answer the questions),

-grammar (gap-filling, making up sentences with the given word),

-checking reading/writing/grammar and vocabulary skills simultaneously (completing the dialogues).

It is easy to see that tasks include closed and open-ended, mechanical and creative, receptive, reproductive and productive tasks. This structure of tests permits to measure students' skills both holistically and according to skills, objectively and communicatively. The assessment is done out of 100 points and then transformed into traditional school assessment.

Results and discussion. Test results are shown in the Appendix. The results in the table show that the grades in this group were constantly improving. Not only the mean, but also the mode (most often received grade) was growing. Median (the middle point between the top and the lowest result), which often demonstrates the trends better; fell to some degree in the second while-test, but finally demonstrated growth. What is interesting is that the standard deviation is decreasing from time to time, which shows that the level of skills in the group does not simply increase on average, but also from student to student, which means that the improvement of the average is not reached due to the effort of a few students, but due to the growth of skill level of the majority of students. if they improve at all. Group C was somehow weaker (pre-test result 7.54) than group A (pre-test mean result 8.54) and B (8.2). The problem is not that their final result is lower, but the fact that the language skill level increases slower, in fact, practically does not increase (mean 7.54→ 7.85).

What we can see is that the median is not increasing and the mode and the mean are increasing slowly, and the mean even drops a bit in the end, so the results in this class are not as

good as in the experimental classes. Besides, the standard deviation in three cases out of four is above one (in a 10-point assessment system), which means that the class was rather heterogeneous in the beginning of the experiment and remained so till its end[4]. To make the results more visual and comparable, let us present them in graphs experimental group A, uneven, but finally stable growth in group B and slow growth and then even a small drop in group C. This means that both experimental groups showed better results than the control group, besides, the experimental group A (show-case) showed a higher result than the experimental group B (teacher-student assessment portfolio).

Limitations. The limitations of the research are connected with its scale (43 students at one school during one semester) and limited geographic (cultural) area (one country). To come to more decisive conclusions, larger scale research is necessary in various cultural settings.The research deals with foreign (English) language teaching, and results may be rather different concerning teaching other subjects. Even the results for English as a second language may differ. Besides, the difference between the results obtained from the three groups exists, but is not crucial. One reason may be that I didn't use only portfolio assessment in groups A and P, but a mixture of portfolio (30%) and traditional (70%) assessment. Another reason may be that (exactly as I have hypothesized) traditional assessment has its advantages and doesn't have to be totally abandoned.

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UDC 372.881.111.22

THE INTERRELATION OF LITERARY TRANSLATION AND NATIONAL CULTURE IN THE WORKS OF "AKBILEK" BY UZBEKALI ZHANIBEKOV

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Түйін

Көркем аударма – мәтінді бір тілден екінші тілге көшіру ғана емес, мәдени бірегейлікті сақтау мен жеткізудің маңызды міндеті. Осы тұрғыда Өзбекәлі Жәнібековтің «Ақбілек» шығармасы қазақ халқының ұлттық салт-дәстүрін, фольклорлық элементтерін, адамгершілік құндылықтарын тоғыстырған қазақ әдебиетінің бірегей үлгісі болып табылады. Шығарманы аударудың күрделілігі тек тілдің дәлдігінде ғана емес, мәтіндегі терең мәдени-тарихи мағыналардың сақталуында. Бұл жұмыс «Ақбілек» шығармасы аясында көркем аударма мен ұлттық мәдениеттің өзара байланысын және аудармашының қазақтың мәдени болмысын жеткізу міндетін қалай атқара алатынын зерттеуді мақсат етеді.

Кілттік сөздер: көркем аударма, ұлттық мәдениет, әдебиеттегі символизм, мәдениетаралық коммуникация, әлеуметтік-мәдени құндылықтар.

Резюме

Художественный перевод — это не просто передача текста с одного языка на другой, но и важная задача сохранения и передачи культурной идентичности. В этом контексте произведение Узбекали Жанибекова «Акбилек» является уникальным образцом казахской литературы, в котором переплетаются национальные традиции, фольклорные элементы и моральные ценности казахского народа. Сложность перевода произведения заключается не только в точности языка, но и в сохранении глубоких культурных и исторических смыслов, заложенных в тексте. Цель данной

статьи — рассмотреть, как взаимосвязаны художественный перевод и национальная культура в контексте произведения «Акбилек» и как переводчик может справиться с задачей передачи казахской культурной идентичности.

Ключевые слова: художественный перевод, национальная культура, символика в литературе, межкультурная коммуникация, социальные и культурные ценности.

There are many works written on the topic of the relationship between literary translation and culture, devoted to both translation theory and the cultural aspects of literary works. In particular, A. V. Petrov in his book *Translation and Culture: Problems of Intercultural Communication* argues that "translation cannot exist outside the context of culture, since each language carries a unique cultural code" [1]. An important role in the study of literary translation was also played by the works of V. V. Vinogradov (*Folklore in Translation*) and T. V. Kulish (*Translation and Literature: Cultural Codings and Decodings*), who focus on the difficulties and methods of conveying folklore elements characteristic of different peoples [3; 10].

When talking about Kazakh culture, it is necessary to take into account not only the text itself, but also the cultural archetypes on which the work is built. In works devoted to Kazakh literature, for example, in the study by M. A. Rakhimov, it is emphasized that Kazakh literature is filled with elements of nomadic culture, steppe mythology and folklore, which determine the uniqueness of the works [6].

Cultural Features of Kazakh Identity in the Work *Akbilek*

The work of Uzbekali Zhanibekov *Akbilek* is closely connected with Kazakh traditions, philosophy and images characteristic of steppe life [5]. The Kazakh people are a people whose history and culture are directly linked to life in the steppe, a nomadic way of life, as well as traditions and customs passed down from generation to generation. This culture is imbued with ideas of honor, dignity, freedom and a deep connection with nature, which is certainly reflected in literary works.

The Image of the Steppe and Its Significance in Kazakh Culture

In *Akbilek*, the steppe plays a special role — it not only serves as a background for the action, but also symbolizes freedom, independence, spiritual and physical strength. In Kazakh culture, the steppe is associated with the core values of the people: openness, simplicity, resilience, and strength of spirit [6]. Translating these images can be a challenge, as the steppe is not just a geographical object, but also a philosophical category deeply rooted in the Kazakh consciousness.

Kazakh mythology and folklore are the most important sources for creating images in literary works. In *Akbilek*, there are elements of folk tales, myths and stories that shape the perception of the hero, especially in the context of female images as symbols of strength and dignity. For example, the image of Akbilek, a strong and devoted woman, embodies many traditional values of the Kazakh people, such as family ties and loyalty. Conveying these cultural characteristics through translation requires the translator to be attentive and sensitive in order to preserve authenticity, and not simply adapt the images to alien cultural realities [7; 9].

The work contains important traditional Kazakh customs, such as *сүйінші* (a gift as a sign of joy), *құдалық* (matchmaking), which play an important role in social interaction. These traditions may be unfamiliar to a foreign reader, and the translator must carefully convey them through the use of analogies or explanations, while preserving the original meaning [2; 8].

Difficulties in Translating Kazakh Realities and Terms

When it comes to Kazakh culture, it is necessary to take into account a large number of specific words and terms that have no direct analogue in other languages. In *Akbilek*, such terms as *қазақы* (cult of tradition), *қымыз* (fermented milk), *ақсақал* (elder), as well as the names of heroes and traditional objects, require special attention when translating [4; 7].

To convey the essence of Kazakh realities to a foreign audience, a translator is often forced to use adaptation. This may involve the use of notes or explanations so that the reader understands what is behind a particular expression or symbol. For example, *kymyz* can be translated as "mare's

milk," but for accuracy and depth of understanding, it is worth adding an explanation of its traditional meaning in Kazakh culture [8].

The Kazakh language has unique sound and phonetic characteristics that are difficult to convey in other languages. For example, the specific sound of Kazakh letters such as "қ", "ң" or "ө" may be difficult to reproduce in the target language, which may affect the perception of the text. In such cases, the translator uses transcription, adapting the words for the reader while preserving their original identity [3].

The role of a translator working with a work such as *Akbilek* goes beyond simply transferring the text from one language to another. The translator in this case becomes a cultural mediator, whose task is not only to convey the grammatical and lexical structure of the text, but also to reveal to the reader the unique features of Kazakh culture, without losing authenticity [1; 9].

To do this, the translator can use the following methods:

- Cultural adaptation: using analogies that help a reader from another culture understand and feel what lies behind Kazakh traditions.
- Notes and Endnotes: Clarification of terms and customs that require additional explanation for a foreign reader.
- Contextual translation: Creating an atmosphere of the Kazakh world through details, symbols and images that help the reader see the uniqueness of the work [2; 10].

Conclusion

Translation of Uzbekali Zhanibekov's work *Akbilek* is a complex and multifaceted task, in which it is important to preserve the cultural and moral values of Kazakh culture. The translator must be not only a linguist, but also a cultural mediator who helps the foreign reader understand and appreciate the depth and diversity of the Kazakh cultural context. It is important that the translator, despite the difficulties of translating folklore images and traditional Kazakh realities, be able to convey not only the text, but also the **spirit** of Kazakh culture, thereby ensuring a complete perception of the work.

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UDC 811.111

TRANSFORMATIONAL ANALYSIS IN THE WORKS OF UZBEKALI ZHANIBEKOV

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Түйін

Өзбекәлі Жәнібеков шығармашылығы Қазақстанның өнер тарихында маңызды орын алады. Ол соғыстан кейінгі және кеңестік кезеңдегі қазіргі қазақ өнерінің қалыптасуына әсер еткен жетекші тұлғалардың бірі болды. Оның көркемдік көзқарасының социалистік реализмнен модернизм мен постмодернизмге ауысуы елдің мәдени өмірінде болып жатқан кеңірек өзгерістердің көрінісі. Осыған қарамастан, Жәнібеков шығармалары тақырыптық жағынан да, стильдік жағынан да өзінің терең эволюциясы мен өзгерістері тұрғысында жеткілікті көңіл бөлінбеген. Бұл оның жұмысын трансформациялық талдау тақырыбын ерекше өзекті етеді.

Кілттік сөздер: трансформациялық талдау, қазақ өнері, өнердегі модернизм, ұлттық болмыс, мәдени трансформациялар

Резюме

Творчество Узбекали Жанибекова занимает важное место в истории искусства Казахстана. Он стал одной из ведущих фигур, повлиявших на формирование современного казахского искусства в послевоенный и постсоветский периоды. Трансформация его художественного подхода от социалистического реализма к модернизму и постмодернизму является отражением более широких изменений, происходящих в культурной жизни страны. Несмотря на это, произведения Жанибекова не получили достаточного внимания в контексте их глубокой эволюции и изменений, как тематически, так и стилистически. Это делает тему трансформационного анализа его творчества особенно актуальной.

Ключевые слова: трансформационный анализ, казахское искусство, модернизм в искусстве, национальная идентичность, культурные трансформации.

Transformational analysis in art criticism involves the study of changes that occur in a work of art, as well as in the artist's perception of the world and his role in it. Transformation can concern both visual elements (form, composition, use of color, material) and conceptual aspects (themes, philosophy, symbolism) [1]. Such analysis helps to understand how not only the artist's technical methods change, but also how the artist interacts with social and cultural processes in the process of his creativity [3].

Transformation in art can occur at different levels. On the one hand, these are external changes concerning style and technique, on the other hand, internal changes connected with the artist's worldview and perception of art [4]. For example, the transition from realism to abstractionism or the use of new technologies and materials may be not only a consequence of the development of art, but also a reflection of new social, political and philosophical contexts [7].

Stages of Uzbekali Zhanibekov's creative path. Early period of creativity.

Uzbekali Zhanibekov began his career in the context of socialist realism, which was characterized by strict requirements for the depiction of reality [2]. During this period, his works strictly corresponded to the canons of the era, often depicting scenes of working life, industrial landscapes, and heroic figures. A characteristic early work is *Workers at a Construction Site* (1970), portraying the heroism and strength of labor.

Period of Experiments and Modernism

Since the late 1970s, Zhanibekov began experimenting with form and technique. He increasingly distanced himself from traditional socialist realism, embracing more abstract and modernist directions [3], [8]. Expressionism, abstraction, complex compositions, and unusual color schemes begin to appear. One example is *Abstraction in Blue* (1982), which demonstrates a transition to freer, more emotional forms.

Later works: In the post-independence period, Zhanibekov's works became deeply personal and philosophical. National cultural themes and symbolism appear more frequently, reflecting societal and political changes in Kazakhstan [4], [6]. A prominent example is *National Symbolism* (2000s), where abstract shapes intertwine with Kazakh ornamentation, expressing the renewal of national identity. Transformation of styles and techniques in Zhanibekov's works. Transition from realism to modernism.

Zhanibekov's shift from socialist realism to modernism reflects both a personal and a cultural transformation [2], [3]. Moving away from rigid stylistic conventions allowed the artist to explore internal themes and national identity more deeply.

As stated earlier, Zhanibekov began his career within the framework of socialist realism, but gradually moved to freer forms, which was the result of an internal search and the influence of cultural changesThe transition from strict canons to a freer composition and color palette can be seen as a metamorphosis, as a desire for personal freedom and self-expression.

Use of new materials and technologies.

The artist began employing materials such as metal, wood, and plastic, alongside traditional painting techniques. These choices reflect broader changes in post-Soviet artistic practice and demonstrate an openness to innovation [5], [6]. Over time, Zhanibekov began to use new materials, which also reflected changes in society. He works with graphics, sculpture, mixed media, sometimes turning to such non-standard materials as metal, wood and even plastic. These materials become not only means of artistic expression, but also a metaphor for changing approaches to art in the post-Soviet period.

Development of symbols and themes.

Over time, Zhanibekov transitioned from socialist-themed content to more abstract, symbolic works. Elements of Kazakh folklore, traditional ornaments, and national imagery became increasingly prominent in his art [4], [6]. The subject matter of Zhanibekov's works has also undergone significant changes. If at the beginning of his career he often turned to images of labor and socialist achievements, then later his work became increasingly symbolic and abstract. National motifs and symbols often appear in his later works, which is associated with the revival of interest in the cultural heritage of Kazakhstan in the post-Soviet space.

The influence of cultural and historical changes on Zhanibekov's work.

The dissolution of the USSR and Kazakhstan's independence had a profound impact on Zhanibekov's creative freedom. These changes allowed him to detach from state-imposed ideological constraints and to explore themes of national heritage and individual identity [2], [4], [9]. Zhanibekov's later works show a conscious effort to reconnect with the roots of Kazakh art and thought [6], [8]. The impact of historical change on Zhanibekov's work is clear. Perestroika and then Kazakhstan's independence gave him the opportunity to redefine his role as an artist. Over time, he became increasingly independent of state ideology, which allowed him to work more freely, seek new forms of expression, and pay attention to national identity.

With the revival of interest in national culture that began with independence, Zhanibekov actively used elements of Kazakh folk art in his works. He uses symbols, ornaments and styles of Kazakh art, which reflects the cultural revival and interest in the origins of his nation.

Conclusion

A transformational analysis of Uzbekali Zhanibekov's work allows us to conclude that his path as an artist is a vivid example of how art changes depending on external historical, cultural and political factors. His works are a reflection of complex processes occurring in society and in his own life [1], [7].

This study opens up prospects for further research, in particular for a more in-depth study of the influence of Kazakhstan's cultural policy on art in the post-war period, as well as for an analysis of the role of artists in the formation of national identity.

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UDC 378.147

LEXICAL TRANSFORMATIONS IN TRANSLATION REALITIES

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Түйіндеме

Аудармашыға «тікелей аударма» мүмкін болмаған жағдайда ғана сипаттамаға немесе интерпретацияға жүгінуге рұқсат етіледі, параллельдік түпнұсқа мәтіндегі және аудармадағы сәйкес бірліктерді салыстыруға мүмкіндік береді, осылайша баламасы бар және жоқ элементтерді, аудармада қосылған немесе түсіріліп кеткен элементтерді және т.б. анықтауға мүмкіндік береді.

Резюме

Переводчику разрешается прибегать к описанию или интерпретации только в случае, если «прямой перевод» невозможен. Параллелизм позволяет сравнивать соответствующие единицы в исходном тексте и переводе, чтобы обнаружить элементы, имеющие и не имеющие эквивалентов, элементы, которые были добавлены или опущены при переводе и т. д. Другими словами, сходство в структуре сохраняется в отношении мельчайших частей текста. Главное значение имеет семантическая идентификация цели перевода.

Translation is a unidirectional process, starting from one language, the source language (SL), and carrying over to a second, receptor language, or target language (TL) [1]. A brief general definition of translation might be: the replacement of a text in one language (SL) by an equivalent text in another language. The structure of the translation should follow that of the original text: there should be no change in the sequence of narration or in the arrangement of the segments of the text [3].

The aim is maximum parallelism of structure, which would make it possible to relate each segment of the translation to the respective part of the original. It is presumed that the translation has the same meaning as the original text. No exchange of information is possible if there is a discrepancy between the transmitted and the received message. The presumption of semantic identity between the source text and translation is based on the various degrees of equivalence of their meanings [5].

The translator usually tries to produce in TL the closest equivalent to ST. Like any observable phenomenon, translation can be the object of scientific study aimed at understanding its nature, its components and their interaction as well as various factors influencing it or linked with it in a meaningful way [4]. The science of translation or translating is concerned both with theoretical and applied aspects of translation studies.

A theoretical description of the translation phenomenon is the task of the theory of translation. Research is to discover what translation is, to find out what objective factors underlie the translator's intuition, to describe the ways and methods by which the identity of the communicative value of the source text and translation is achieved [3]. This objective knowledge can then be used to help the translator to improve his performance as well as to train future translators.

The theory of translation is subdivided into general theory, dealing with the general characteristics of translation regardless of its type, and special branches concerned with a theoretical description and analysis of the various types of translation, such as the translation of fiction, poetry, technical and scientific literature, official documents, etc. The general theory of translation has a clearly defined subject-matter: the process of translation in its entirety, including its results, with due regard to all the factors affecting it [1].

Each special branch specifies the general theory of translation, for it is the job of the general theory to reflect what is common to all types and varieties of translation, while the special branches are mainly concerned with the specific features of each genre. The general theory of translation is an interdisciplinary area, predominantly linguistic but also closely allied to psychology, ethnography and area studies [2]. It is based on the application of linguistic theory to a specific type of speech, i.e., translation.

Translation differs from contrastive linguistics in that the former seeks to compare different language systems with a view to determine their similarities and distinctive features, while the theory of translation has a subject-matter of its own (the process of translation) and uses the data of contrastive linguistics merely as a point of departure [3].

Translation may be viewed as an inter-lingual communicative act in which at least three participants are involved: the sender of source information (the author of the SL message), the translator who acts in dual capacity — as the receptor of the SL message and as the sender of the equivalent TL message — and the receptor of the TL message (translation). If the original is produced not with a foreign language receptor in the mind, there is one more participant: the source language receptor for whom the message was originally produced [4].

Translation consists in producing a text (message) in the TL equivalent to the original text (message) in the SL. As an inter-lingual communicative act, it includes two phases: communication between the sender and the translator and communication between the translator and the receptor of the newly produced TL text. In the first phase, the translator acting as a source language receptor analyzes the original message, extracting the information contained in it. In the second stage, the translator acts as a target language sender, producing an equivalent message in the TL and redirecting it to the TL receptor [2].

Producing the TL text, the translator changes its plan of expression (linguistic form), while its plan of content (meaning) should remain unchanged. In fact, the production of an equivalent message implies that the message produced is equivalent to the original in the plan of content. The message produced by the translator should evoke practically the same response in the TL receptor as the original message in the SL receptor. That means, above all, that whatever the text says and whatever it implies should be understood in the same way by both the SL user for whom it was originally intended and by the TL user [3].

It is therefore the translator's duty to make available to the TL receptor the maximum amount of information carried by linguistic signs, including both their denotation (referential) meanings (i.e., information about the extralinguistic reality which they denote) and their emotive-stylistic connotations [1]. The theory of translation provides the translator with the appropriate tools of analysis and synthesis, makes him aware of what he is to look for in the original text, what type of information he must convey in translation, and how he should act to achieve his goal. In the final analysis, however, his trade remains an art. For science gives the translator the tools, but it takes brains, intuition and talent to handle the tools with great proficiency [4].

Translation is a complicated phenomenon involving linguistic, psychological, cultural, literary, ergonomic and other factors. Aspects of translation can be studied with the methods of the respective sciences. Up to date, most of theoretical research on translation has been done within the framework of linguistics. The linguistic theory of translation is concerned with translation as a form of speech communication, establishing contact between communicants who speak different languages. It is normally regarded as a process of linguistic formulation in the course of which the translator reproduces for a TL readership a message contained in an SL text, thus making it accessible — ideally in all its semantic and pragmatic dimensions — to the TL receiver [5].

Translation is thus characterized as "interlingual translation" or "translation proper" [1]. These points show translation to be a special case in communication, a communicative process *sui generis*, an essential characteristic of which is that the translator, by executing a sequence of interrelated code-switching operations, reproduces an SL message in a TL. In doing this, he/she uses TL signs, sign combinations, and sign combination rules which he/she selects from the TL lexical, idiomatic, and syntactic repertoires in accordance with the task of attaining a stylistically flawless TL text [2].

In monolingual communication, a message is transferred from a sender to a recipient, both using the same code. In contrast, interlingual communication has a more complex structure. It involves two alternating processes of encoding and decoding. The translator receives the SL message, analyzes it using their SL communicative competence, and then undertakes, in a number of interrelated stages, a TL reconstruction of the SL text. This reconstructed TL text is then sent to the TL recipient [3].

To effect this TL reconstruction, the translator must recognize that specific text types contain conventions represented by obligatory textual configurations or schemata. The newly conceived text then goes to the second or ultimate receiver who decodes the TL text, expecting it to meet their communicative needs and expectations.

Investigation of concrete instances of translation is the task of empirical translation research, rather than the general theory of translation. The aim of such research is to create a cognitively based conception of the translation process and to elaborate a systematic description, classification, and explanation of the translation procedures that occur in moving from a specific SL to a specific TL [4].

A linguistic theory that provides a basis for the theory of translation must include communication as a major component. The purpose of translation is to communicate the intended meaning of the original author in a different language and to a different audience. Translation theory must go beyond the text itself. The meaning of a sentence depends not only on its position in the text but also on factors outside the text, such as the author’s intent, the cultural context, and the target audience's worldview [5].

Meaning is culturally conditioned: each society interprets messages in terms of its own culture. The receptor audience decodes a translation based on its own experience, not that of the original audience. Therefore, translation theory must incorporate a framework of communication that takes cultural, psychological, and contextual elements into account.

A translator must be receptor-oriented. The main question is what the translation will communicate to the new readership. The general theory of translation lies at the core of translation theory. It deals with the universal aspects of translation inherent in bilingual communication and serves as the foundation for all specialized studies [2].

Key principles of translation include:

- Meaning: Translation should reflect the original text's meaning as accurately as possible. Nothing should be arbitrarily added or omitted [1].
- Form: The word order and ideas should match the original closely, especially in legal documents and contracts.
- Register: Translators must adapt the formality of the text to the context.
- Source language influence: Translations should sound natural in the target language. Avoid direct, unnatural calques.
- Style and clarity: The translator must preserve the style but can improve clarity if the original is poorly written [5].

Register often differ greatly in their levels of formality in a given context, (say, the business letter). To resolve these differences, the translator must distinguish between formal or fixed expressions and personal expressions, in which the writer or speaker sets the tone.

Source language influence of the most frequent criticisms of translation is that "it doesn't sound natural". This is because the translator's thoughts and choice of words are too strongly

moulded by the original text. A good way of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from, memory. This will suggest natural patterns of thought in the first language, which may not come to mind when the eye is fixed on the source language text.

Style and clarity translator should not change the style the original. But if the text is sloppily written, or full of tedious repetitions, the translator may, for the readers sake, correct the defects.

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UDC 811.111

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Түйін

Әдебиет жасау – ана тіліне байланысты ұлттық құндылықтар мен мәдени дәстүрлерді таратуға ықпал ететін мәдени алмасудың негізі. Бұл жұмыстың мақсаты – Өзбекәлі Жәнібеков аудармасының қазақ мәдениетін тоғызыншы таратудағы мәнін зерттеу. Осы мақсатта аударманың мәдени алмасу ретіндегі теориялық аспектілері, сондай-ақ Жәнібеков шығармаларын қазақ мәдени шындықтарын ескере отырып аударудың ерекшеліктері қарастырылады.

Кілттік сөздер: аударма, мәдени алмасу, Өзбекәлі Жәнібеков, қазақ мәдениеті, мәдениетаралық байланыс

Резюме

Создание литературы является основой культурного обмена, способствующего распространению национальных ценностей и культурных традиций в зависимости от родного языка. Целью данной работы является изучение значения перевода Узбекали Жанибекова в девятом распространении казахской культуры. С этой целью будут рассмотрены теоретические аспекты перевода как культурного обмена, а также специфика перевода произведений Жанибекова с учетом казахских культурных реалий.

Ключевые слова: перевод, культурный обмен, Узбекали Джанибеков, казахская культура, межкультурные отношения

Translation of literature is not only the process of transferring text from one language to another, but also an act of cultural transmission, during which the most important elements of one culture are adapted for the perception of another. Translation theory in literary studies recognizes that in addition to linguistic equivalence, translation requires the transfer of cultural realities, moral principles, and features of worldview characteristic of the original culture [2].

For Central Asia, where different ethnic groups, languages, and religions interact, the translation of literature is becoming not only a necessity for expanding the horizons of readers but also an important tool for forming a common cultural identity of the region [Ivanova, 2008, p. 75]. Works that contain elements of folklore, mythology, folk traditions, and history require from the translator not only lexical accuracy, but also the ability to convey the atmosphere and essence of cultural characteristics [4].

Uzbekali Zhanibekov (1930–2004) is one of the most prominent representatives of Kazakh literature of the 20th century. His works are filled with descriptions of the life, traditions, and customs of the Kazakh people, as well as philosophical reflections on the life and destiny of man. An important aspect of Zhanibekov's work is the close connection of his works with the culture of Central Asia, including Kazakh culture [1]. Despite the fact that Zhanibekov was born and raised in Kazakhstan, his work was not limited to the borders of one country. He often used elements of folklore, mythology, and customs common to the peoples of Central Asia, which allowed his works to resonate with the Kazakh audience. The significance of Zhanibekov's works goes beyond Kazakh literature due to his deep perception of the culture of the entire region. This makes his works important not only for Kazakhs, but also for other peoples of Central Asia [5].

The translation of Zhanibekov's works into Kazakh became an important factor in the dissemination of not only Uzbek culture but also elements of Kazakh tradition. In Central Asia, where there has been close interaction between peoples for centuries, the translation of works from neighboring countries served not only the purpose of informing, but also to support mutual understanding and cultural ties. Translators working with Zhanibekov's works played a key role in adapting Kazakh realities for a Kazakh audience, but they faced certain difficulties associated with the transmission of cultural and folkloric elements [2].

One of the main tasks of translating Zhanibekov's works is to convey those cultural elements that are specific only to Kazakh culture. These may be folklore characters, religious rituals, details of everyday life, and traditions. However, since many of these elements are similar to Kazakh traditions, the translator's task is to accurately convey cultural nuances and adapt the text for the Kazakh reader. The translator must find a balance between preserving the cultural authenticity of the work and the need to explain elements specific to Kazakh culture [4]. For example, in a Kazakh translation of Zhanibekov's work, one might expect explanations or footnotes that explain traditions, customs, or geographical features that may be unfamiliar to a Kazakh reader.

One of the most important tasks in translating Zhanibekov's works is to convey elements of Kazakh folklore, mythology, and folk legends. Many mythological motifs may be familiar to the Kazakh reader but require a certain adaptation in order for them to be perceived in the context of Kazakh culture. For example, elements related to Islamic traditions or specific holidays may require clarification or even changes to ensure they fit harmoniously into the cultural picture of Kazakhstan [5].

Over the past decades, several works by Uzbekali Zhanibekov have been translated into Kazakh. This allowed the Kazakh reader to get acquainted with the deep soul and character of the Kazakh people, as well as to see the similarities and differences in the life attitudes and traditions of the two peoples of Central Asia [1]. An example is Zhanibekov’s story, translated into Kazakh, which describes the life of a rural family, the interaction of its members with traditions and the surrounding world. The translators who worked on these works faced the task of transferring not only the language but also the culture. For example, in the Kazakh translation, it was necessary to adapt the customs and traditions characteristic of the Kazakhs, but close to the Kazakhs. This required a creative approach from translators to preserve both the national identity of the work and convey its meaning to the Kazakh reader [4].

The translation of Zhanibekov's works contributed to the dissemination of knowledge about Kazakh culture outside of Kazakhstan, especially in Central Asian countries. Through literary works, Kazakhs could better understand the world of Kazakh culture, which strengthened intercultural communication and cooperation. At the same time, the Kazakh audience, becoming acquainted with Zhanibekov’s works, perceived them as part of the common cultural and historical fabric of Central Asia, which emphasizes the importance of translation for the preservation and dissemination of cultural identity [3].

The translation of Uzbekali Zhanibekov's works into Kazakh played an important role in the dissemination of both Uzbek and Kazakh culture. It allowed for a deeper understanding between the peoples of Central Asia and facilitated the exchange of cultural and literary traditions. Translators, working with Zhanibekov's works, solved complex problems related to preserving cultural realities

and adapting them for the Kazakh reader. Ultimately, the translated works strengthen the connection between cultures and peoples, demonstrating the richness and diversity of the literary heritage of Central Asia.

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UDC 81’25

TRANSLATION STRATEGIESAS A TOOL OF TRANSLATIONAL ANALYSIS

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Резюме

В статье сопоставляются различные подходы к проблеме определения переводческой стратегии, являющейся одним из центральных понятий современной транслятологии.

Ключевые слова: переводческая стратегия, цель перевода, переводческие методы, коммуникативная ситуация, лояльность переводчика

Түйін

Мақалада қазіргі аударматану ғылымының орталық концепцияларының бірі болып табылатын аударма стратегиясын анықтау мәселесіне әртүрлі тәсілдер салыстырылады.

Кілт сөздері: аударма стратегиясы, аударма мақсаты, аударма әдістері, коммуникативті жағдай, аудармашының адалдығы.

In modern translation studies, the term "translation strategy" is often used to describe the translation process. However, this concept seems to many researchers to be rather vague [1] and is understood by them quite broadly - as a concept of translation in general or a concept of translating a specific text [2, p. 143].

A critical analysis of scientific literature shows that when defining a translation strategy, different scientists are guided by different considerations.

Thus, G. Henig and P. Kussmaul in their textbook "Translation Strategy" consider the concept of strategy from a practical point of view: "To achieve this goal, we need a translation strategy that will show the optimal way to solve translation problems. Like any strategy, a translation strategy must be based on facts. In this regard, it is comparable to the strategy of a chess player, where the player must orient himself in the development phase of the game based on the time he has and on the opponent's strategy. The way in which he consistently implements his chosen strategy is shown by his placement of the chess pieces, and this becomes understandable only to professionals. Thus, the amateur or beginner in this field needs the commentary of an expert if he wants to recognize the underlying strategy of the game" [3, p. 53].

One of the first to attempt to understand translation strategy from a theoretical perspective was H. Krings. According to his definition, translation strategies are “potentially conscious plans of a translator aimed at solving a specific translation problem within the framework of a specific translation task” [4, p. 18].

H. Krings distinguishes two categories of analysis of translation activity: microstrategy –

methods of solving a number of translation tasks and macrostrategy – methods of solving a single task.

V. M. Ilyukhin, who studies simultaneous translation (ST) strategies, gives a definition of strategy that is close to H. Krings's definition: "Strategy in ST is a method of performing a translation task, consisting in adequately transferring the communicative intention of the sender from FL2 to TL3, taking into account the cultural and personal characteristics of the speaker, the basic level, the linguistic supercategory and subcategory" [5, p. 5]. According to V. M. Ilyukhin, the choice of strategy is influenced by both purely linguistic and extralinguistic factors, each of which can determine the use of one or another method (or several simultaneously) at each stage of translation.

V. N. Komissarov in his work "Modern Translation Studies" defines strategy as "a kind of translation thinking that underlies the actions of a translator" [6, p. 356], and identifies three groups of principles for implementing the translation process that form the basis of translation strategy.

The principles proposed by the scientist include the entire set of linguistic and extralinguistic factors: some initial settings; the choice of a general direction of action that the translator will follow when making specific decisions; the choice of the nature and sequence of actions in the translation process.

I. A. Cherkass [8, p. 226] also identifies several factors that the researcher herself calls "principles of translation strategy." They are more specific in comparison with the principles proposed by V. N. Komissarov.

The first principle is that the translator determines the most important elements of meaning in the content of the translated text. This is the most important component of the translator's professional skill.

The second principle assumes that the translator takes into account the individual properties of the source: pronunciation features (in oral translation), style, degree of coherence and logic of the presented material, specifics of presentation related to the fact that the original language is not native to the given source. Depending on the conditions of the translation, achieving mutual understanding between the source and the receptor may be more important than accurately reproducing the strengths and weaknesses of the original. The third principle consists in the translator's representation of a future receptor that is different from the receptor for which the original text (hereinafter referred to as OT) is intended, since the receptor of the translated text (hereinafter referred to as TT) belongs to a different language community and has different experience, knowledge, and associations.

Among the advantages of the concept developed by I. A. Cherkass, one can note the author's appeal to the psycholinguistic component of translation, the description of this phenomenon through the prism of human thinking and consciousness as a cognitive process occurring in the translator's brain.

In turn, A. D. Schweitzer considers translation as a "decision process", the initial stage of which is the development of a translation strategy - the so-called translation action program. When choosing a translation strategy, according to A. D. Schweitzer, the decisive role can be played by the genre of the text, the purpose of the translation, and the social norm of translation characteristic of a particular era.

The concept of translation strategy (especially literary translation) includes the decision-making regarding those aspects of the original that should be reflected in the translation first and foremost.

It is not always possible to convey all aspects of the original exhaustively and adequately, which leads to some losses in translation. Therefore, the translator must determine the scale of priorities in advance, create a hierarchy of values that allows highlighting those features of the original that seem to be leading.

Then, in accordance with the chosen general translation strategy, the translator determines specific methods for implementing the communicative intention (A.D. Schweitzer includes here "translation transformations" that constitute the technology of translation) taking into account the

linguistic and extralinguistic determinants of translation.

The theory of T.A. Kazakova [9, p. 64] is also quite interesting; she offers her own strategies for solving problems in literary translation. The author calls them heuristic, contrasting the term "heuristic" with the concept of "algorithm", since there is no algorithm for literary translation as a set of rules that allow one to mechanically solve any specific problem from a class of similar problems. Nevertheless, there are rules or techniques of literary translation activity that help to achieve success in solving similar problems, but do not guarantee the correct solution of each subsequent translation task. Obviously, the implementation of the strategies proposed by T. A. Kazakova is explained by the pragmatic relations that arise in the process of translation. The diversity of these relations is a kaleidoscope of constantly changing conditions for the translator: "... the connection of meaning with extra-linguistic reality, explicit and implicit speech context, communicative attitude linking the utterance with the changing participants of communication - the subject of speech and its recipients, the fund of their knowledge and opinions, the situation (place and time) in which the speech act is carried out".

In literary translation, an important role is played by the strategy aimed at achieving equivalence of impression ("impressive equivalence"). In implementing this strategy, the translator makes a choice either in favor of conventional, everyday, or in favor of unconventional, occasional linguistic means. Implementation of the first group of strategies helps the translator "to maintain loyalty to the IT culture and thereby make the PT to some extent exotic for the bearers of the PT culture," the second – "to maintain and thereby correspond to the expectations of the bearers of the PT culture, but to neglect the cultural specificity of the IT.

The above review of the main concepts of translation strategy allows us to conditionally divide them into two groups: translation strategies as methods of analysis and as an independent plan for a special type of activity. Since translation strategies are not distinguished on the basis of a single criterion, it is currently impossible to construct an internally consistent classification of them, and it is hardly advisable. However, the very tool of analysis "translation strategy" seems to be very productive due to the fact that translation as an activity cannot be carried out without a special plan, even if the translator himself is not aware of it. Therefore, the study of the problems associated with clarifying the essence of translation strategies, the methods of their formation and typology is significant not only from the point of view of translation studies, but also from the point of view of translation didactics.

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UDC 372.881.111.22

FEATURES AND DIFFICULTIES OF TRANSLATION IN THE PROCESS OF TRANSLATING THE WORKS OF O. ZHANIBEKOV

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Түйін

Әдеби шығармаларды аудару – бір тілден екінші тілге мағынаны жеткізу міндеті ғана емес, бірегей мәдени және әлеуметтік кодтарды сақтау және өзгертуге байланысты маңызды мәдени процесс. Қазақтың белгілі жазушысы Өзбекәлі Жәнібековтің шығармаларын аудару лексикалық және грамматикалық ерекшеліктерден бастап, күрделі мәдени контекстке дейін көптеген факторлармен қиындады. Жәнібеков мәтіндерімен жұмыс жасай отырып, аудармашы қазақ философиясын, әдет-ғұрпын, образдылығын авторлық даралықты жоғалтпай барабар етіп жеткізу қажеттілігіне тап болады. Бұл жұмыстың мақсаты – Өзбекәлі Жәнібековтің шығармаларын аудару кезінде туындайтын негізгі қиындықтарды қарастыру және қазақ мәдени болмысын сақтауға баса назар аудара отырып, осы мәселелерді шешудің ықтимал тәсілдерін ұсыну.

Түйін сөздер: Өзбекәлі Жәнібеков, көркем әдебиет аудармасы, қазақ мәдениеті, лексикалық ерекшелігі, мәдени ерекшеліктері.

Резюме

Перевод литературных произведений — это не только задача передачи смысла с одного языка на другой, но и важный культурный процесс, связанный с сохранением и трансформацией уникальных культурных и социальных кодов. Перевод произведений Узбекали Жанибекова, известного казахского писателя, осложняется многими факторами: от лексических и грамматических различий до сложных культурных контекстов. Работая с текстами Жанибекова, переводчик сталкивается с необходимостью адекватно передать казахскую философию, обычаи и образность, не теряя индивидуальности автора. Цель данной статьи — рассмотреть основные трудности, возникающие при переводе произведений Узбекали Жанибекова, и предложить возможные подходы к решению этих проблем с акцентом на сохранение казахской культурной идентичности.

«Ключевые слова: Узбекали Жанибеков, перевод художественной литературы, казахская культура, лексическая специфика, культурные особенности.

Uzbekali Zhanibekov (born in the 1940s) is a Kazakh writer whose work is deeply connected with the culture and history of Kazakhstan. He was one of the leading authors of the second half of the 20th century, whose style combined the traditions of Kazakh oral folk literature with new literary techniques. His works often touch on issues of spiritual quest, moral dilemmas, and traditional values such as respect for elders, honour, and hospitality. His works often touch on issues of spiritual quest, moral dilemmas, and traditional values such as respect for elders, honour, and hospitality [1, p. 15].

The work of Uzbekali Zhanibekov includes many stories and novellas that describe various aspects of Kazakh life. Among them, the most famous works are *Туған жер* ("Native Land"), *Ақбөкен* ("Noble Fawn"), as well as collections of poems, saturated with philosophical reflections and colorful imagery. His works have vivid Kazakh images, such as the steppe, nomads, symbols of life and death, tied to the traditions and myths of the Kazakh people [2, p. 28].

The main difficulty in translating Zhanibekov's works is the richness of Kazakh vocabulary, which is permeated with elements unique to Kazakh culture. This can be both specific vocabulary and phraseological units closely related to everyday life and traditions [3, p. 42].

Examples of difficult words and phrases:

- *Қымыз* is a traditional Kazakh drink made from mare's milk, which has deep cultural significance, symbolizing health, wealth, and the antiquity of Kazakh traditions. Translating this term can be difficult, since there are no analogues in other languages [4, p. 56].
- *Жылқы* is a horse, a central element of Kazakh culture and a symbol of freedom, strength, and pride. For Kazakhs, a horse is not just an animal, but also a part of their identity. The translation of this word requires a particularly careful approach to convey not only the literal meaning, but also the symbolism [5, p. 67].

In addition, the Kazakh language often uses complex phraseological units and metaphors, such as *құлақ түріп тыңдау* (to listen with one's ears pricked up), which can be difficult to adapt to other languages without violating the meaning of the image [6, p. 78].

The Kazakh language differs from Russian not only lexically, but also grammatically. The Kazakh language has an agglutinating nature, where numerous affixes can be added to the root of a word, changing the meaning of the word. This creates difficulties when translating into more analytical languages, such as Russian, where combinations of words are often used to convey such shades of meaning, which can make translation more cumbersome [7, p. 89].

Example: In the Kazakh language, the construction *қалада тұрамын* (I live in the city) can be translated into Russian as *я живу в городе*, but in the context of Zhanibekov's works, such a sentence can carry an additional social or philosophical subtext associated with life in the city, as opposed to life on the steppes, which will need to be conveyed through additional explanation [8, p. 91].

Uzbekali Zhanibekov's works are often imbued with the specific Kazakh culture, religious and historical traditions. References to the nomadic way of life, the richness of the Kazakh steppe, ancient folk beliefs and traditions, such as *қонақжайлық* (hospitality), play an important role in his texts [9, p. 102].

However, problems may arise for the translator when conveying such cultural codes as traditional holidays and customs associated with the life of nomads, as well as folklore elements that include mythology, local customs, and rituals. For example, *Nauryz*, an ancient spring festival that is not only a national but also a cosmological event for Kazakhs, cannot always be easily translated into other languages, since there are no such analogues in other cultures [10, p. 114].

Kazakh culture, like any other, is full of symbols that become real challenges for the translator. Zhanibekov's works often contain images of nature, such as endless steppes, saxaul, mountains, rivers, which have deep symbolism [11, p. 125].

For example, the image of *saxaul* (a tree growing in the Kazakh steppe) is a symbol of tenacity, survival, fortitude, and strength, which is central to Kazakh poetry and prose. Such an image is difficult to translate into another context, since other nations do not have a direct analogous symbol [12, p. 138].

Zhanibekov has a unique style that combines elements of Kazakh oral folk literature with modern literary techniques. His texts are full of metaphors and images that can be difficult to translate, especially considering that many of them are directly related to Kazakh cultural identity.

The translator is faced with the task of preserving this imagery and style, which requires him to be able not only to convey the meaning, but also to recreate the atmosphere, to convey the spirit of the Kazakh steppe, folk legends, and philosophical reflections inherent in Zhanibekov's works [13, p. 142].

Zhanibekov actively uses elements of folk wisdom, such as proverbs and sayings, which are also connected to the cultural context. For example, his works often contain expressions such as *Қарғаға қарасаң, қанатыңды ұшыр* (if you look at a crow, you will lose your wings), which has a certain philosophical subtext. Translating such expressions into other languages may be difficult due to the lack of similar phrases or proverbs in the other culture [14, p. 151].

Zhanibekov often uses dialect forms and localized expressions in his works, characteristic of different regions of Kazakhstan. For example, the use of specific expressions and vocabulary related to the life of nomads may require explanations and clarifications for a foreign reader.

Example: Words like *жалақ* (suburb) or *шұбар* (steppe, wasteland) have a specific local connection that can be lost during translation [15, p. 164].

Zhanibekov's works contain elements related to archaisms and historicisms, which are connected with ancient Kazakh traditions. For example, *қазақи үй* (Kazakh yurta) is not just a dwelling, but an important symbol of Kazakh life and philosophy. The translator must not only convey the literal meaning but also preserve the symbolic meaning of such elements [16, p. 177].

Translating the works of Uzbekali Zhanibekov is a serious task that requires from the translator not only knowledge of the language but also a deep understanding of Kazakh culture, philosophy, and customs. Working with his texts, the translator faces the difficulties of conveying not only the vocabulary but also the philosophical depth, cultural codes, and images that form the basis of the Kazakh literary tradition [17, p. 189].

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UDC 81’25

PRAGMATIC ASPECT OF TRANSLATION AND TRANSLATION ERRORS (BASED ON STUDENTS' PRACTICAL WORK)

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Резюме

Статья посвящена проблеме передачи прагматических значений при переводе. В статье раскрываются понятия переводческой адекватности и коммуникативно-функционального подхода к переводу, необходимые для понимания прагматического аспекта перевода, а также приводится классификация прагматических значений. Рассмотрены конкретные примеры переводческих ошибок, связанные с нарушением прагматических значений, взятые из студенческих практических работ, с последующим их анализом и подбором правильного перевода.

Ключевые слова: прагматическое значение, коммуникативно-функциональный подход, переводческая ошибка

Түйін

Мақала аудармадағы прагматикалық мағыналарды беру мәселесіне арналған. Мақалада аударманың прагматикалық аспектісін түсіну үшін қажетті аударманың адекваттылығы және

аударманың коммуникативті-функционалдық көзқарасы ұғымдары ашылып, прагматикалық мағыналардың классификациясы берілген. Студенттердің практикалық жұмыстарынан алынған прагматикалық мағыналардың бұзылуына байланысты аударма қателерінің нақты мысалдары қарастырылады, содан кейін оларды талдап, дұрыс аударманы таңдайды.

Кілт сөздері: прагматикалық мағына, коммуникативті-функционалдық тәсіл, аударма қатесі.

The pragmatic aspect of translation refers to the role of context, culture, and the communicative intentions of the speaker or writer in the translation process. It focuses not only on the linguistic features of the text but also on its intended effect on the target audience. When students engage in translation practice, they often overlook these pragmatic nuances, which can lead to errors that distort the meaning, tone, or purpose of the original message.

Translation errors related to pragmatics typically arise when students fail to properly interpret the intended communicative function of the original text, resulting in misinterpretations or inappropriate renderings in the target language. For example, in translations of idiomatic expressions, cultural references, or humor, students might opt for literal translations without considering the context in which the expression was used. This can lead to awkward or incomprehensible translations that fail to convey the same effect on the target audience.

Furthermore, students might struggle with the subtleties of politeness, formality, and indirectness in language use, which are central to pragmatic meaning. In some languages, such as Japanese or Korean, speech acts are highly sensitive to social hierarchies and politeness levels, while English or Kazakh might not have equivalent expressions. A failure to recognize these distinctions can result in translations that are either too formal or too casual for the intended situation.

Errors in pragmatic translation can be minimized by training students to pay attention to the context, cultural differences, and the function of language in communication. One of the key strategies is developing students' ability to apply functional equivalence rather than focusing solely on form. By enhancing their awareness of pragmatic factors, students can improve the adequacy and naturalness of their translations, better capturing the intended meaning and impact of the original text.

The term "pragmatics" was proposed and applied to linguistic facts by C. Morris in 1938 to denote the relationship between signs and their users. Any speech work contains not only linguistic material, but also a certain communicative intention of the author [1, p. 5]. The task of the translator is to necessarily recognize the author's intentions and to ensure such an impact on the recipient of the text that was intended by the author. In linguistic and translation literature, this phenomenon is called the pragmatic aspect of translation.

The object of the study of this article is pragmatic meanings and their transmission in translation, and the subject is translation errors associated with incorrect transmission or distortion of pragmatic meaning in translation. The material for the study was the practical work of students of non-linguistic faculties. In the process of work, the following research methods were used: the method of contextual analysis, the method of comparative analysis, the descriptive method.

Modern researchers emphasize the inevitability of an aspectual consideration of translation, highlighting the following aspects: semiotic, semantic, formal, cultural, communicative, pragmatic [2, p. 87]. Taking into account the pragmatic aspect is a condition for achieving translation adequacy. The concept of translation adequacy means "the translator's constant attention in the translation process to achieving a communicative impact on recipients equal to the impact of the source text on its recipients" [3, p. 265]. The category of translation adequacy sets the task of bringing the translated text as close as possible to the perception of its recipients in another language and culture.

Translation scholars distinguish two approaches to translation: linguistic and communicative-functional. The linguistic approach is based on equivalence: its task is to recode the original, to replace it with itself as fully as possible. The communicative-functional approach considers the translation text as created in a certain communicative situation, determined by a clear goal and

performing a clearly formulated function [4, p. 14], which forms its pragmatic aspect. Thus, the paradigm of translation equivalence is opposed to the paradigm of communicative-functional translation studies, according to which “translation as an activity is included in the structure of a certain communicative situation” [5, p. 75]: it takes into account the characteristics of a given situation, its purpose and the expectations of the subjects from this situation.

Pragmatic meanings express the relationship between signs and the people who use them, and since different language communities have different attitudes toward the same objects and phenomena of reality, achieving translation adequacy becomes a more difficult task than equivalence. The most complete classification of pragmatic meanings was proposed by L. S. Barkhudarov:

1. stylistic characteristics of words (neutral, colloquial, literary, poetic, terminological) - the assignment of words to certain speech genres;

2. register of the word (familiar, casual, neutral, formal, sublime) - binding to the conditions or situation of communication;

3. emotional coloring of the word - a positive or negative assessment of the object or phenomenon denoted by the given word;

4. metaphorical meaning of the word - a metaphorical transfer of the name from one object to another, based on the emotional and evaluative characteristics of the given word;

5. connotations – additional associations that a word evokes in the minds of native speakers of a given language [6, pp. 108-123].

In this article, we will consider several examples of violations of pragmatic meanings during translation, identifying translation errors and analyzing them according to the system of L. S. Barkhudarov, as well as their subsequent correction.

1. An example of a violation of emotional coloring in translation:

“She was a *blunt*, hard-working and *down-to-earth* Yorkshire woman and she kept the premises spotless” [7, p. 54]. / “ Она была *грубой*, работящей, *приземленной* йоркширской женщиной, и она содержала помещения в чистоте.”

In the given translation, the words “*грубой*” and “*приземленной*” create a negative emotional coloring and contain a negative assessment. At the same time, the contextual environment allows us to understand that the author does not aim to speak negatively about this woman, since she kept the premises spotless, which is what he emphasizes. Thus, the simplicity and down-to-earthness of the heroine are not presented in this example as negative characteristics; on the contrary, her positive trait is indicated - cleanliness. When translating, the author's intention should be preserved and the emotional coloring established by him should not be distorted, choosing more neutral equivalents for the words “blunt” and “down-to-earth”: “ Она была *простой*, трудолюбивой, *практичной* йоркширской женщиной, которая содержала помещения в чистоте.”

2. An example of a violation of a stylistic characteristic:

“The traffic in and out of the shop was heavy but the buyers were less plentiful than *the lookers and askers*.” / [7, p. 136] “ Движение в магазин и обратно было интенсивным, но покупателей было намного меньше чем *зевак*.”

The word “*зевак*” in Russian is stylistically colored, or marked: it refers to the colloquial style of speech. In the explanatory dictionary of D. N. Ushakov, this word has the following marks: “colloquial fam. disparaging.” [8]. The marks “colloquial” and “fam.” mean that it refers to colloquial speech, vernacular, has a casual, familiar character (according to the concept of L. S. Barkhudarov: colloquial style, familiar register). The mark "prenebr." conveys a negative emotional-expressive assessment of disdain. In the original example, we can see that the lexical units do not have such characteristics: they are unmarked, or stylistically neutral, that is, they can be freely used in all styles. Thus, during the translation, the pragmatic component of the meanings of linguistic signs was distorted: stylistically unmarked vocabulary was replaced with marked vocabulary with the addition of greater expressiveness. Such changes should be avoided. The following translation can be suggested: " Огромное количество людей заходило в магазин и выходило обратно, но покупателей было намного меньше, чем *тех, кто пришел просто*

посмотреть и что-нибудь спросить."

3. An example of introducing undesirable connotations:

"As the Suez route was yet to be opened, the ship had *to circumnavigate* half of the globe before reaching the Pacific Ocean". [9, p. 44] / " Поскольку маршрут через Суэцкий канал еще не был открыт, кораблю приходилось *совершать кругосветное путешествие*, чтобы достигнуть Тихого океана ".

In the modern world, the phrase "кругосветное путешествие" evokes additional associations related to tourism, to something related to the sphere of recreation. However, the modal verb "had to", which has the meaning of compulsion, necessity due to circumstances, suggests that such a voyage was a forced measure due to the lack of an alternative route, and not an entertainment event. Therefore, it is necessary to get rid of undesirable connotations in the translation by choosing other lexical units: "Поскольку маршрут через Суэцкий канал ещё не был открыт, кораблю приходилось *огибать* половину земного шара для того, чтобы выйти в Тихий океан".

Thus, it should be noted that in the examples we have considered, the students achieved translation equivalence, but not adequacy. Achieving translation adequacy occurs due to the successful transfer of pragmatic meanings, which is complicated by the fact that these meanings differ in different languages, for example, in one language a word may have a certain emotional coloring or have some connotations, while in another language its equivalent may lack all of this. Nevertheless, the replacement of pragmatic meanings in translation, their distortion and omission becomes a translation error, so studying the pragmatic aspect of translation becomes one of the important tasks in teaching the theory and practice of translation.

In conclusion, the pragmatic aspect of translation plays a vital role in ensuring that the meaning, tone, and communicative function of the original text are preserved in the target language. Translation errors arising from a failure to consider the pragmatic elements—such as context, culture, and intended impact – often lead to distorted or inadequate renderings of the source material. Through the analysis of students' practical translation work, it is evident that many common translation errors are rooted in an inadequate understanding of the social, cultural, and contextual subtleties that govern language use.

One significant area where students often make pragmatic errors is in the translation of idiomatic expressions, cultural references, and humor. These elements require a deep understanding of both the source and target cultures, and students may struggle to find equivalent expressions or might resort to literal translation, which fails to convey the intended meaning or tone. Furthermore, students frequently overlook the role of politeness, formality, and the social hierarchy embedded in language, leading to translations that can appear too formal, informal, or inappropriate for the context.

To address these issues, it is essential for translation training programs to place a greater emphasis on developing students' pragmatic competence. This includes fostering an awareness of cultural differences, teaching the concept of functional equivalence, and encouraging students to think critically about how language functions in communication. By honing their skills in understanding and applying the pragmatic aspects of translation, students can produce translations that are not only linguistically accurate but also culturally appropriate and communicatively effective.

Ultimately, the inclusion of pragmatic considerations in translation practice can significantly improve the quality of student translations, making them more natural, relevant, and aligned with the original intent of the text. Therefore, pragmatic competence should be a central focus in translator training programs to better prepare students for the complexities of real-world translation tasks.

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УДК 172.8:811.111:53

UNDERSTANDING PHYSICS IN ENGLISH THROUGH ARTIFICIAL INTELLIGENCE

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Түйін

Бұл мақалада физика пәнін ағылшын тілінде меңгеру барысындағы қиындықтар мен оларды жасанды интеллект көмегімен шешу жолдары қарастырылады. Қазіргі ғылымда ағылшын тілі негізгі тіл болып саналатындықтан, физиканы осы тілде түсіну үлкен артықшылық береді. Алайда, физикалық терминдер мен түсініктерді ағылшын тілінде игеру көптеген оқушы мен студентке қиындық туғызады. Бұл жерде жасанды интеллект (ЖИ) құралдарының көмегі орасан. ChatGPT, PhET және Labster сияқты платформалар оқушыға түсінуді жеңілдетіп, білім алуды қызықты әрі тиімді етеді. Мақалада осы құралдардың нақты мүмкіндіктері мен қолдану тәсілдері сипатталып, олардың физика мен тіл үйренудегі ықпалы талданады.

Кілт сөздер: жасанды интеллект, физика, ағылшын тілі, білім беру, терминология, визуализация, онлайн оқыту

Аннотация

В статье рассматриваются трудности изучения физики на английском языке и возможности их преодоления с помощью технологий искусственного интеллекта. Поскольку английский язык стал основным в мировой науке, овладение физикой на этом языке даёт значительные преимущества. Однако сложность терминов и абстрактных понятий на английском часто мешает учащимся. В этом контексте ИИ-инструменты, такие как ChatGPT, PhET и Labster, предлагают новые подходы к обучению — от визуализации до адаптации содержания. В статье описаны их функции и влияние на образовательный процесс.

Ключевые слова: искусственный интеллект, физика, английский язык, образование, термины, визуализация, цифровые технологии.

Understanding physics in English is recognized as an essential skill for modern students, especially given the global nature of scientific research and communication. English is regarded as the dominant language in the scientific world, with most academic papers, textbooks, and international conferences being conducted in English. Mastering physics in this language is seen as providing students with a distinct advantage, not only in terms of linguistic proficiency but also in enabling them to be engaged with and contributing to global scientific discourse. The dual

challenge of mastering both subject-specific knowledge and the language is being experienced as overwhelming by many students, and innovative solutions are being actively sought.

In today's education system, it is being acknowledged that the successful integration of content knowledge with language competence is of paramount importance for academic and professional success in scientific fields. Research is being conducted on various pedagogical approaches aimed at resolving these challenges, and recent advances in artificial intelligence (AI) are being explored for their potential in enhancing comprehension and facilitating learning [2]. This article is being developed in order to examine the complexities of learning physics in English and to highlight how AI tools are being deployed to address these issues.

Challenges in Learning Physics in English

Physics is understood as a discipline laden with technical jargon, complex formulas, and abstract concepts. When these aspects are combined with the challenge of learning them in English, the difficulties are being markedly magnified. Terms such as "acceleration due to gravity," "electromagnetic force," and "quantum entanglement" are often found to be intimidating by learners whose English proficiency is still being developed. The specialized terminology is frequently being perceived as an insurmountable barrier to the transfer of core conceptual understanding. Moreover, original scientific materials are mostly being written by and for native speakers, thereby being implicitly requiring a higher level of language fluency.

Traditional instructional methods are being challenged by the evolving needs of diverse student populations. It is being observed that conventional lectures and textbooks are not always being effective in conveying the intricate details associated with scientific terminology and abstract concepts. In many instances, students are being overwhelmed by the simultaneous requirement to master both the language and the subject matter. Additionally, the static nature of printed materials is being criticized for not accommodating the varied learning speeds and styles that are being exhibited by students. These issues are being compounded by a scarcity of resources that are tailored specifically for non-native English speakers in the field of physics.

The cumulative effect of these challenges is being seen as a significant obstacle in the broader context of STEM education. As a result, educational institutions are being urged to rethink and redesign their teaching methodologies in order to better support the learning process. In this context, the implementation of innovative technological solutions, particularly those driven by AI, is being considered as a promising alternative to traditional approaches [2].

The Role of Artificial Intelligence in Physics Education

Artificial intelligence tools are being increasingly regarded as playing a crucial role in bridging the gap between language and subject matter comprehension. The integration of AI in education is being recognized as a transformative approach, facilitating the simplification of complex ideas and the interpretation of technical language. By employing AI, students are being provided with more accessible and interactive learning experiences that are not only reinforcing their grasp of physics concepts but also their command of the English language.

AI-based platforms are being developed with the specific goal of offering personalized learning experiences. These systems are being designed for monitoring individual progress, identifying areas of difficulty, and providing targeted interventions that cater to specific learning needs. Such adaptive learning systems are being appreciated for their ability to present explanations step-by-step, which is being considered especially beneficial for subjects as demanding as physics [3]. As innovative solutions are being implemented on a larger scale, the role of AI in education is being further solidified by empirical studies that demonstrate improvements in learning outcomes when technology is being integrated effectively.

Another prominent aspect of AI in the realm of education is being observed in the field of language support. AI-driven natural language processing (NLP) is being exploited to facilitate the understanding of intricate scientific terminology and to offer contextual explanations that are being customized to the learner's current level of understanding. These functionalities are being increasingly valued by both educators and students, as they are being perceived as essential in promoting an inclusive educational environment.

Case Studies: ChatGPT, PhET, and Labster

ChatGPT for Conceptual Clarification

One of the most widely recognized AI tools in STEM education is being identified as ChatGPT, which is being deployed for the purpose of conceptual clarification and language simplification. Explanations of complex terms and concepts are being provided by ChatGPT in a clear and accessible manner. For example, when difficulties are being encountered with the concept of "momentum" by a student, the concept is being broken down into simpler parts through the use of real-world examples and analogies. This process is being enhanced by the tool's capacity for handling follow-up questions, thereby allowing further clarification where necessary. The approach of providing iterative explanations is being credited with improving understanding, as it is being observed that learners are more engaged when they are allowed to interact with the technology [1].

PhET Simulations for Visualizing Phenomena

In addition to linguistic support, the visualizing of scientific concepts is regarded as a critical component of physics education. Students are being enabled to experience physics principles in a dynamic and interactive manner through the use of PhET simulations. Developed by the University of Colorado Boulder, PhET offers interactive simulations that allow physics concepts to be explored in a virtual laboratory setting. Learners are being facilitated in experimenting with variables such as force, mass, and acceleration, resulting in a deeper understanding of phenomena like electrical circuits and energy conservation. The interactive nature of these simulations is being appreciated as a means for enhancing comprehension, with empirical studies showing that students' conceptual grasp is being significantly improved when visual aids are integrated with theoretical instruction [4].

Labster for Virtual Experimentation

Labster is being recognized as another powerful AI-driven tool in the realm of physics education. The platform offers fully interactive virtual laboratories, where experiments are being performed by students in simulated environments. These simulations are being designed to replicate experiments that would be either too expensive, too dangerous, or too resource-intensive to conduct in a traditional setting. With Labster, topics such as molecular biology, thermodynamics, and optics are being explored through virtual experimentation. The simulation of experiments, such as conducting free fall studies in a vacuum chamber or examining the refraction of light through various lenses, is being highlighted for its ability to foster critical thinking and practical understanding. As detailed by recent studies, Labster's virtual labs are being credited with increasing student engagement and providing hands-on experience that is being difficult to obtain in conventional classrooms [5].

Discussion: Benefits and Limitations

The adoption of AI tools in physics education is being widely acknowledged for offering numerous benefits. Enhanced accessibility to complex subject matter is being achieved, and students from diverse linguistic backgrounds are being supported in their academic endeavors. Personalized learning experiences are being enabled by AI systems that are being integrated into classroom settings, with each student's progress being continually monitored. When areas of difficulty are being identified, targeted exercises and tailored explanations are being provided to address individual weaknesses. Such adaptive learning strategies are being credited with boosting student confidence and promoting long-term retention of knowledge [3].

Despite the promising benefits, it is being recognized that the full replacement of traditional teaching methods by AI is not being considered feasible or desirable. Education is being experienced as an inherently social process that requires not only the transmission of information but also emotional engagement, motivation, and collaboration between teachers and students. The role of educators in facilitating discussions, providing mentorship, and creating an inclusive learning environment is still being regarded as indispensable. Furthermore, challenges related to the unequal distribution of technological resources are being observed. Not all students are being provided with access to reliable high-speed internet or up-to-date digital devices, and such disparities are being identified as a significant barrier to the effective utilization of AI tools.

Additionally, issues concerning data privacy and the ethical use of AI in education are being raised, prompting ongoing research and policy development to ensure responsible implementation.

The complexity of integrating AI into existing educational frameworks is being further compounded by the need for teacher training and infrastructure upgrades. Educators are being encouraged to adopt new instructional methodologies, and institutions are being required to invest in technological platforms that support interactive and adaptive learning. These efforts are being supported by various stakeholders, including governmental bodies and private organizations, who are being instrumental in driving the transformation of traditional education paradigms.

Future Directions

Looking ahead, it is anticipated that AI tools will continue to be refined and more deeply integrated into the education sector. Cutting-edge research is being conducted on the amalgamation of natural language processing (NLP) with domain-specific tutoring systems, which is expected to further enhance personalized learning experiences. Continuous developments in real-time assessment technologies are being pursued to provide immediate feedback, thereby ensuring that learning is being optimized at every stage of the educational process.

Collaborative projects among universities, technology companies, and educational institutions are being initiated with the aim of designing comprehensive AI platforms that are being utilized for multiple educational applications. These initiatives are being targeted at not only improving academic performance but also at fostering an inclusive and equitable learning environment for students from various socio-economic backgrounds. Efforts are also being made to develop robust ethical frameworks that are being implemented to protect data privacy and guarantee the responsible use of AI systems in education.

Additionally, research is being expanded into the integration of virtual reality (VR) and augmented reality (AR) with AI tools to create more immersive learning environments. Such technologies are being tested for their effectiveness in simulating real-world laboratory experiments and in providing experiential learning opportunities that are beyond the capabilities of traditional classrooms. This multidisciplinary approach is being pursued in order to provide students with a richer, more engaging educational experience, where theory and practice are being seamlessly combined.

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УДК 372.8:51

ARTIFICIAL INTELLIGENCE: A NEW WAY OF LEARNING LANGUAGES

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Түйін

Қазіргі заманда жасанды интеллект (AI) тіл үйрену үдерісінде маңызды рөл атқарып, оны тиімді әрі қолжетімді етуде. Бұл зерттеу AI технологияларының тілді меңгерудегі ықпалын қарастырады және оның жеке оқушылар мен білім беру жүйесіне әсерін талдайды. Жасанды

интеллект оқыту материалдарын жеке бейімдеу, нақты уақыттағы кері байланыс ұсыну, сөйлеу және жазу дағдыларын жетілдіру, сондай-ақ автоматтандырылған аударма мен білімді бағалау жүйелерін дамыту арқылы оқыту әдістерін өзгертіп келеді. Сонымен қатар, AI-дың тіл үйренудегі артықшылықтары мен шектеулері қарастырылады. Зерттеу барысында Duolingo, Grammarly, Google Translate және басқа да заманауи платформалар мысал ретінде талданады. Білім беру саласында AI-ды тиімді қолдану оқушылардың оқу нәтижелерін жақсартуға және тіл үйрену процесін жекелендіріп, қызықты әрі тиімді етуге мүмкіндік береді.

Кілт сөздер. жасанды интеллект, тіл үйрену, білім беру технологиялары, автоматтандырылған оқыту, аударма, жазу дағдылары, сөйлеу машықтары, нейрожелі, интерактивті оқу.

Аннотация

В современном мире искусственный интеллект (AI) играет важную роль в изучении языков, делая этот процесс более эффективным и доступным. В данном исследовании рассматривается влияние AI-технологий на овладение языками и их воздействие на индивидуальных учащихся и систему образования. Искусственный интеллект трансформирует методы обучения, персонализируя учебные материалы, предоставляя обратную связь в режиме реального времени, улучшая навыки говорения и письма, а также совершенствуя автоматизированный перевод и оценку знаний. Кроме того, исследуются преимущества и ограничения AI в изучении языков. В работе анализируются современные платформы, такие как Duolingo, Grammarly и Google Translate. Эффективное использование AI в сфере образования может повысить результаты обучения и сделать процесс изучения языков более персонализированным, увлекательным и продуктивным.

Ключевые слова. искусственный интеллект, изучение языков, образовательные технологии, автоматизированное обучение, перевод, навыки письма, практика речи, нейросети, интерактивное обучение.

Artificial intelligence (AI) is reshaping the way people learn languages, offering innovative solutions that enhance accessibility, personalization, and efficiency. With AI-driven tools, learners can now access customized study plans, instant feedback, and immersive experiences that significantly improve language acquisition. The integration of AI into language education allows for individualized learning paths, ensuring that students receive tailored support suited to their proficiency levels and specific needs [1, p. 135]. This development marks a departure from traditional methods, making learning more engaging and effective for a diverse range of learners [4, p. 140]..

AI-powered applications such as Duolingo, Babbel, and Mondly have revolutionized language learning by utilizing machine learning algorithms to analyze users' mistakes and adapt lessons accordingly . These platforms offer interactive exercises, voice recognition, and gamified elements that maintain learner motivation while enhancing retention [2, p. 125]. By continuously tracking progress and providing real-time corrective feedback, AI helps users identify weaknesses and work on areas requiring improvement. This personalized approach accelerates learning and fosters a deeper understanding of linguistic structures and vocabulary [5].

One of the most significant contributions of AI to language education is its ability to enhance speaking skills. Many language learners struggle with pronunciation, fluency, and confidence in real-world conversations. AI-driven applications such as Google Assistant, Siri, and ELSA Speak analyze speech patterns, detect pronunciation errors, and provide instant corrections. These tools leverage advanced speech recognition technology to compare users' pronunciation with that of native speakers, helping learners refine their accent and intonation. Unlike traditional classroom settings, where speaking practice is limited, AI enables users to engage in conversational exercises at any time, creating a more immersive learning experience [2, p. 57].

Writing proficiency is another area where AI has made a substantial impact. Many students face challenges in constructing grammatically correct and coherent sentences. AI-powered writing assistants like Grammarly and QuillBot not only correct spelling and grammar mistakes but also provide detailed explanations and alternative word choices. These tools help learners refine their writing style, improve sentence structure, and develop clarity in expression. By receiving instant

feedback and suggestions, students gradually internalize grammatical rules and writing conventions, leading to long-term improvement in their written communication skills. [1, p. 194].

Translation technology has also seen significant advancements due to AI. Tools such as Google Translate and DeepL utilize neural machine translation to produce accurate and contextually appropriate translations. Unlike traditional translation methods that rely on word-for-word substitution, AI-powered translators analyze entire sentences to preserve meaning and linguistic nuances. This capability enables learners to understand idiomatic expressions, cultural references, and context-based language use, which are often challenging to grasp through direct translation. As a result, AI translation tools facilitate more effective language learning and cross-cultural communication.

AI-driven assessments and adaptive testing have transformed the way language proficiency is evaluated. Platforms like Quizizz and Kahoot! employ AI to generate personalized quizzes that adjust difficulty levels based on learners' responses. These systems analyze performance trends and provide insights into areas requiring further practice. Such adaptive learning approaches ensure that students remain challenged at an appropriate level while minimizing frustration. Additionally, AI-powered essay grading systems offer detailed evaluations of written responses, helping students improve their composition skills through constructive feedback. [5, p. 110]

Beyond individual learning, AI is revolutionizing classroom education by supporting teachers and educators. AI-powered platforms assist instructors in designing lesson plans, grading assignments, and monitoring student progress. Adaptive learning technologies allow educators to identify struggling students early and provide targeted interventions to enhance their learning experience. By automating routine administrative tasks, AI enables teachers to focus more on interactive and meaningful teaching strategies, ultimately improving student engagement and knowledge retention. [4, p. 79]

The rise of AI chatbots and virtual tutors has further expanded the possibilities of language learning. These intelligent assistants simulate real-life conversations, allowing students to practice speaking in a low-pressure environment. Unlike human tutors, AI chatbots are available 24/7, providing learners with unlimited opportunities to refine their language skills. Furthermore, these chatbots incorporate cultural insights, helping students understand the social and contextual aspects of language use. This immersive approach not only improves linguistic proficiency but also enhances cultural competence. [1, p. 178]

Another remarkable feature of AI in language learning is its ability to generate personalized study plans. AI algorithms analyze learners' progress, detect their strengths and weaknesses, and suggest targeted exercises to address specific learning gaps. This individualized approach contrasts with the one-size-fits-all methodology of traditional education, ensuring that students receive customized support aligned with their learning pace and goals. By continuously adapting to the learner’s needs, AI fosters motivation and sustains long-term engagement with the learning process. [3, p.110]

Looking ahead, the future of AI in language education holds immense potential. Advancements in machine learning, natural language processing, and real-time speech recognition will further refine AI's ability to facilitate language learning. AI-powered tutors capable of engaging in complex dialogues, automatic essay grading systems, and enhanced language comprehension tools will make language acquisition even more accessible and efficient. As AI technology continues to evolve, it will play an increasingly vital role in breaking down linguistic barriers and promoting multilingual communication on a global scale.

In conclusion, artificial intelligence is revolutionizing language education by providing personalized learning experiences, real-time feedback, and interactive tools that enhance engagement and efficiency. By leveraging AI-driven technologies, learners can develop their language skills in a more flexible, adaptive, and effective manner. As AI continues to advance, its integration into language learning will undoubtedly open new opportunities for learners worldwide, making multilingual proficiency more achievable than ever before.

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УДК: 372.8:811.111/51

TRANSLATION OF PHYSICS AND MATHEMATICS BOOKS IN ENGLISH INTO RUSSIAN USING ARTIFICIAL INTELLIGENCE

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Түйін

Ағылшын тілі мәдениетте ғана емес, сонымен бірге қарым-қатынастың негізгі тілі болып табылатын ғылымда да маңызды рөл атқарады. Терминологияның дәлдігі үлкен мәнге ие физика мен математика саласында ағылшын тілін білу ғылыми терминдерді тиімді игеру және қолдану үшін қажет болады. Бұл мақалада Материалды дұрыс түсінуге көмектесетін жасанды интеллект көмегімен оқу материалдарын ағылшын тіліне дұрыс аударудың маңыздылығы қарастырылады.Жасанды интеллект біздің өмірімізде маңызды рөл атқарады.

Түйін сөздер: бейімдеу , физика, математика, ағылшын, материал

Аннотация

Английский язык играет важную роль не только в культуре, но и в науке, где он является основным языком общения. В области физики и математики, где точность терминологии имеет большое значение, знание английского языка становится необходимым для эффективного освоения и применения научных терминов. В этой статье рассматривается важность правильного перевода учебных материалов на английский язык с использованием искусственного интеллекта, который помогает правильно понимать материал.Искусственный интеллект играет важную роль в нашей жизни.

Ключевые слова: адаптация, физика, математика, английский, материал

Today, the incorrect adaptation and translation of books not only on physics and mathematics, but also on other subjects is a big problem. Since incorrect translation can greatly change the meaning of the material and subsequently cause incorrect understanding and assimilation of the topic. And this is unacceptable in exact subjects like physics and mathematics. Now all materials and books are written in English, it is very important for us to understand it or at least translate it correctly from this language.

Over the past 80 years, English has become the dominant language in science, technology, and education. Especially after the Second World War, English became the main tool for communication in the international arena. This is due to the growth of English-speaking countries , such as the United States or the United Kingdom .This helps scientists from different countries to effectively share knowledge and research results. Thus, English provides a single platform for scientists from all over the world, regardless of their native language.

Adaptation of educational materials in English this process may include such steps as:

Translation of the text, taking into account the specifics of terminology and scientific style.

Reworking examples and tasks so that they are understandable to native English speakers.

Making changes to the methodology of submitting the material in accordance with international educational standards.

When translating material from English, the most difficult thing is to translate scientific terminology. But in physics and mathematics, you need to translate everything correctly, because if you translate one word incorrectly, the whole material can change. The translator should also take into account the examples used to explain the topic, it may not be intelligible or understandable to the audience. For example, scientists can use examples related to culture, history, or everyday life that would not be understandable in another context. In such cases, it is necessary to adapt the examples to match the cultural characteristics of the audience.

The translation should also have a strict, neutral style that should meet the requirements of a scientific publication. Also, the material should be direct, that is, it should not have any ambiguity so that the reader understands correctly.Also, when writing any material in English, the writer should use only international system units.

Sometimes the mistake is not only in the translator, but also in the reader, for example, deafening of final consonants, sound substitution, distortion of meaning, softening of the consonant before the vowel, all this affects the understanding and comprehension of the material.

It is well known that languages differ in their grammatical structure. Apart from having different grammatical categories they differ in the use of those categories that seem to be similar. This naturally results in the necessity to introduce some grammatical changes in the translated version of any text. These changes depend on the character of correlation between the grammatical norms of SL and TL. Various as they are, all the possible changes may be classed under four main types: transpositions (перестановки), replacements (замены), additions (добавления), and omissions. $[1, pp. 100 - 106]$

There are many advantages of using English in teaching physics and mathematics, such as access to international classes and research, developing international communication skills, and preparing for a professional career.

Let's look at at least one of them. Access to international classes and research is one of the main advantages of adapting books. We can read books by any writer and find our favorite writer who explains the material well. It is a great success to find a scientist whom you understand, as this will help you to assimilate the material well.

If we talk about the disadvantages, there are very few of them, one of them is a language problem, no matter how well the material is translated, there are still linguistic difficulties that are difficult for us to understand .

The experiment, as "a scientifically-based experiment, the observation of a phenomenon under study under precisely considered conditions that make it possible to monitor the course of the phenomenon and recreate it when these conditions are repeated," is also applicable in the field of translation. It is quite possible to "monitor the progress of the phenomenon", i.e., the completion of the translation process, if the experiment is conducted in the classroom and it is possible to ensure the independence of each work. It is not difficult to recreate the phenomenon, i.e., the translation of the same text in strictly considered conditions."

In order for an experiment to have scientific and theoretical significance, i.e. to help identify certain patterns established by translation theory, it must meet at least the following conditions:

1) have a pre-defined goal and a specific time frame for conducting;

2) be conducted on carefully selected and appropriate material for the intended purpose;

3) reach a large and relatively homogeneous audience. [2, pp. 25-26]

Many universities are actively working on the adaptation of educational materials in English. In the CIS countries such as Kazakhstan and others, new classes are being actively introduced in English, they are called IP classes. They use English books and it's very effective. In a few years, IP classes will become very popular. As many experiments have shown, IP classes show better results.

With the development of artificial intelligence technologies and automated translation systems, the process of adapting educational materials is becoming more convenient and effective. In the future, it is expected that most educational materials will be adapted to the specific needs and cultural characteristics of students, which will provide an even deeper and better understanding of the materials.

In addition, the use of technologies such as virtual reality and augmented reality can significantly improve the learning process in physics and mathematics by creating interactive materials that are easily adaptable to any language and cultural preferences.

The antonymic translation, in fact, is the extreme moment of the semantic development of perception, replacing any concept indicated in the original with the opposite concept in the translation, suitably rearranging the entire formulation in order to keep the content plan unchanged. The antonymic translation is based entirely on the formal and logical catechism of counter-demonstrative grief.

"Contradictory relations (or conceptual negation) arise between concepts separated from each other through the operation of negation." In logic, using the concepts of "a" and "not a", two judgments are formed: 1) Not a-A. 2) Not a-a, A. However, in an antonymic translation, the category of contradiction includes not only negation, but also contradiction.[3, $pp. 34-36$]

In conclusion, it should be noted that today the English language plays an important role in the globalization of scientific knowledge, especially in the fields of physics and mathematics, paving the way for a deeper study and understanding of modern scientific achievements. Despite such difficulties as language barriers and differences in education systems, the use of modern online resources and translation technologies helps to effectively solve these problems. In the future, with the development of artificial intelligence, machine translation, and interactive educational platforms, it can be expected that the adaptation process will be faster and more accurate, providing high-quality education to students around the world. This area will ensure the expansion of international scientific cooperation and create conditions for more equal access to world knowledge. Ultimately, the successful adaptation of educational materials in English not only improves the educational process, but also contributes to the creation of a more global scientific community, where linguistic and cultural differences cease to be an obstacle to new discoveries and innovations.

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УДК: 372.8:811.111/51

THE INFLUENCE OF ENGLISH IN MODERN MATHEMATICS AND SCIENTIFIC RESEARCH

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Түйін

Ағылшын тілі цифрлық математика және математикалық негіздің ғылыми зерттеулеріне маңызды орнын көрсете алады. Сонымен қатар, бүкіләлемдік деңгейде ағылшынның математикалық саладағы мүмкіндіктерін қолдану арқылы ғылыми жетістіктерге жету дағдыларын қалыптастыру мүмкін. Зерттеудің негізгі мақсаты-ИИ көмегі арқылы математика мен ғылыми зерттеулердегі білім алмасудағы маңызды процестердің әсерін талқылау. Математикаға байланысты ғылыми технология саласында ағылшын тілін негізгі қарым-қатынас тілі ретінде қолданылатын негізгі артықшылықтар мен кемшіліктер талданады.

Түйін сөздер: ғылыми математика, бүкіләлемдік қарым-қатынас.

Аннотация

Английский язык может занять важное место в исследованиях цифровой математики и математических основ. В то же время сформировать навыки достижения научных достижений можно, используя возможности английского языка в области математики на глобальном уровне.

Основная цель исследования – обсудить влияние важных процессов на обмен знаниями в области математики и научные исследования с помощью ИИ. Анализируются основные преимущества и недостатки использования английского языка как основного языка общения в сфере научных технологий, связанных с математикой.

Ключевые слова: научная математика, международные отношения.

English plays an important role in every profession. The English language has become dominant in the scientific world, especially in mathematics. English is the international language of science. If we consider several key opportunities that English provides: Access to cutting-edge research: Many modern scientific articles and textbooks on mathematics are published in English. And therefore, using English allows you to work with primary sources and keep abreast of current achievements. Rudin W. – Principles of Mathematical Analysis (basic textbook on mathematical analysis). Opportunity to study and work abroad: Many top and best universities such as (MIT, Harvard, Cambridge) and mathematical institutes conduct teaching and research in English. Without this, it is difficult to get grants, scholarships and places in international projects. Availability of mathematical software: e.g. (MATLAB, Wolfram Mathematica, LaTeX) based on English-language information, which improves usability for international use. Publishing in the scientific community: the extent to which users will publish their ideas, opinions and important international works to be published in journals - English required. Taking these aspects into account, let us consider the impact of the English language on mathematics education.[1, pp. 40-49]

Thus, the English language influences mathematical sciences and problems, making it effective, efficient, accurate and accessible to everyone, opening up wide opportunities for all interested. English is a widely spoken language and enables effective communication with students from diverse cultural backgrounds. This facilitates better understanding and interaction in lessons, leading to improved academic performance in other subjects. If we connect this to mathematics as a science, it is closely related to natural and technical sciences, where English is the dominant language. For example, mathematical modeling is widely used in physics, bioinformatics, economics, and computer science, and all major research in these fields is published in English. Knowledge of the language allows teachers and researchers to successfully integrate mathematical methods into interdisciplinary studies.

In the 21st century, along with the global language, artificial intelligence appeared, which everyone needs today. Artificial intelligence is too closely related to the English language because it is based on English terms and details. That is why such an important subject as artificial intelligence, which quickly helps and allows the user to learn foreign languages, is quickly finding its place in the modern world. AI quickly helps you understand complex problems and important terminology. Especially for its accuracy, clarity and good presentation of the topic.

The question inevitably arises: how does access to international research influence the development of mathematical science? Access to international research plays a crucial role even in the development of mathematical science, as it provides mathematicians with up-to-date knowledge in English and provides new methods and opportunities for collaboration. This question can be considered from these aspects: Global dissemination of important knowledge and new theories of science: Mathematics is a fundamental science where new discoveries often build on previous research. Access to international publications allows scientists to study and develop cutting-edge theories, accelerating scientific progress. For example, we will extend the proof of Fermat's last theorem (Andrew Wiles, 1995) became possible but also unique thanks to a major study of the works of predecessors published in relevant international scientific journals. For the second example, the famous Poincaré Conjecture, solved by Grigory Perelman in 2003, caused heated discussion in the global scientific community thanks to publications in arXiv and translations into English. The gist of the evidence shows us that. According to MathSci.Net and Google Scholar, more than 90% of significant mathematical work is published in English, making access to international research vital for any mathematician.[2, pp. 57-60]

How Language Influences Mathematical Abilities? There is growing evidence that the transparency of a number system can influence how we process numbers. For example, children from East Asian countries tend to have a better understanding of number formation in the decimal system. In one study, first-grade students were asked to represent numbers (e.g., the number 42) using blocks that signified tens and ones. Children from the United States, France, and Sweden constructed 42 using forty-two individual blocks, whereas young Korean and Japanese students used four blocks for tens and two for ones. This suggests that language influences how people conceptualize numbers from an early age.

Of course, many other factors contribute to differences in mathematical abilities among children from different countries, such as teaching methods, the overall quality of education, and cultural attitudes toward learning. These factors are difficult to account for when comparing different cultures, but language does help explain some of these differences. The formation of numerals in modern Welsh is very clear and transparent. For example, 92 is naw deg dau, meaning "nine ten two," which is similar to East Asian languages. However, in the older, traditional Welsh counting system (still used for dates and ages), 92 is written as dau ar ddeg a phedwar ugain, meaning "two to ten and four times twenty."

English plays a crucial role in modern mathematics and scientific research, significantly influencing knowledge sharing, collaboration, and the dissemination of mathematical discoveries. As the global lingua franca of science, English provides a common platform for researchers from different linguistic and cultural backgrounds to communicate their findings effectively. This has contributed to the rapid advancement of mathematical sciences, allowing scholars to build upon previous work and integrate new ideas from around the world.

One of the key advantages of using English in mathematics is the accessibility of scientific literature. Most of the leading mathematical journals, research papers, and educational materials are published in English, ensuring that scholars have direct access to the latest developments in the field. Platforms such as MathSciNet, arXiv, and Google Scholar provide a vast repository of English-language resources, making it easier for mathematicians to stay updated with global research trends. Furthermore, international conferences, collaborations, and academic programs predominantly use English, enabling researchers to participate in discussions and expand their professional networks.

The Impact of Artificial Intelligence (AI) on Mathematical Research and Global Collaboration

With technological advancements, artificial intelligence has become an integral tool in mathematics, helping automate routine calculations, analyze complex mathematical models, and discover new patterns. Modern machine learning algorithms enable researchers to process vast amounts of scientific data quickly, find new proofs, and even suggest hypotheses that were previously inaccessible through traditional methods.

By using English as the dominant language of science, AI gains access to an enormous amount of information, including research papers, books, and databases. This allows for the development of intelligent systems capable of effectively supporting mathematical research, proposing solutions to complex problems, and identifying connections between different scientific fields.

Moreover, AI fosters global collaboration. Online platforms powered by machine learning and natural language processing help researchers from different countries overcome language barriers by automatically translating scientific papers and facilitating communication at international conferences. This accelerates knowledge exchange and broadens participation in international projects. [3, pp. 15-16]

However, despite the advantages of English and AI in scientific research, it is crucial to address the challenges faced by non-native English speakers. The dominance of a single language in science can create barriers for researchers working in non-English-speaking countries. Therefore, advancements in machine translation technologies and inclusive AI-driven platforms can play a key role in ensuring equal access to scientific knowledge. [4, pp. 205-208]

The modern world is influencing mathematical science with its English by promoting artificial intelligence, which accelerates knowledge sharing and simplifies access to ancestral research. Although English remains the main language of scientific communication, artificial intelligence technologies can help overcome language barriers, making science more accessible to researchers around the world. This opens up new horizons for the development of mathematics and allows scientists to integrate their discoveries into the global scientific process, which ultimately contributes to progress in all fields of knowledge. However, despite its advantages, the dominance of the English language also creates problems. Those for whom English is not their native language often face difficulties in publishing their work in leading journals due to language barriers, which can lead to an imbalance in the presentation of mathematical research. In addition, the use of English may limit participation.

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УДК 372.8:811.11)51

МАТЕМАТИКАНЫ АҒЫЛШЫН ТІЛІНДЕ ҮЙРЕТУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТ РӨЛІ

Саурбай Аружан-математика мұғалімдерін даярлау білім беру бағдарламасының студенті
Ғылыми жетекшісі: аға оқытушы Галия Султанова
Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті

Аннотация

В статье рассматриваются особенности преподавания математики на английском языке, а также его преимущества и трудности. Подчеркивается значимость межпредметных связей и практико-ориентированного подхода в обучении. Отмечается роль использования искусственного интеллекта для персонализации учебного процесса, развития исследовательской активности и повышения языковой компетенции учащихся. Приводятся конкретные примеры и методические рекомендации. Освещается потенциал многоязычного математического образования как средства интеграции в глобальное образовательное пространство.

Ключевые слова: Преподавание математики на английском языке,Искусственный интеллект,Межпредметные связи.

Annotation

The article explores the specific features of teaching mathematics in English, highlighting its advantages and challenges. It emphasizes the importance of interdisciplinary connections and a practice-oriented approach in the learning process. The role of artificial intelligence in personalizing education, enhancing research skills, and improving students' language proficiency is also discussed. The paper provides practical examples and methodological recommendations, demonstrating the potential of multilingual mathematical education as a tool for integration into the global academic environment.

Key words: Teaching mathematics in English, Artificial intelligence, Interdisciplinary integration.

Бүгінгідей жаһандану заманында көп тіл білетін адамның қоғамдағы алар орны ерекше.Қазақстан қоғамының ашықтығы, еліміздің білім беру жүйесінің алдында тұрған білім беру мәселелерінің жаһандық сипаты шет тілдерін дәстүрлі түрде оқып-үйренуді ғана емес, сонымен қатар оларды қызметтің әртүрлі салаларында қолданудың құзыреттілікке негізделген көзқарасын талап етеді, сондықтан шет тілдерін оқыту технологиясының дамуындағы заманауи серпіліс оқытудың жаңа әдістерінің пайда болуымен ғана емес,

сонымен қатар студенттердің алдына қойылған жаңа мақсаттармен де байланысты. Жалпы білім беретін пәндерді шет тілдерінде оқыту қоғамда сұранысқа ие болды. Бұл тіл саласында да, пәннің өзінде де білім деңгейін көтеруге көмектеседі. Жаһанданудың күшеюі және қазақстандық компаниялардың әлемдік нарыққа шығуы кезеңінде, ағылшын тілі іскерлік әлемде ресми қарым-қатынас тілі мәртебесін алған кезде ағылшын тілін оқыту ерекше мәнге ие болып отыр. Сонымен қатар, шетелдік компаниялардағы бос жұмыс орындары күнделікті қарым-қатынас үшін шет тілін білуді ғана емес, сонымен қатар кәсіпте және онымен байланысты қызмет салаларында қолдану дағдыларын талап етуде.

Қазіргі таңда математиканы оқыту мәселесіне ерекше назар аударылуда. Бұл ғылыми-техникалық прогрестің және жоғары технологиялық өндірістердің қарқынды дамуына байланысты. Соңғы жылдары техникалық ғылымдардың дамуы жедел жүріп, олардың практикалық маңызы арта түсті. Математика – экономика, электроника, ақпараттық технологиялар, химия, биология және басқа да техникалық салалар үшін іргелі негіз болып табылады. Осыған орай, студенттердің ағылшын тілінде математикалық терминологияны меңгеруге деген қызығушылығын арттыру – жасанды интеллекттің өзектілігін айқындай түседі. Ағылшын тіліне деген жоғары мотивация жасанды интеллект көмегімен студенттердің математикалық білімді меңгеруіне, зерттеу нысандарын дұрыс түсініп, оларды оқу үдерісінде тиімді қолдануына септігін тигізеді.[1]

Белгілі ғалым Б.Паскаль “Математика пәні соншалықты маңызды пән болғандықтан, оны аздап қызықты ету үшін барлық мүмкіндікті пайдаланған дұрыс”– деген. Сондықтан қазіргі білім беру жүйесінде тек заманауи математикалық біліммен ғана шектелмей, оны жаһандану жағдайында тиімді қолдана алатын, құжаттарды және кәсіби коммуникацияны ағылшын тілінде жүргізе алатын мамандарды даярлау – уақыт талабы.[2]

Математиканы ағылшын тілінде оқыту ерекшелігі — математикалық тапсырмаларды шет тіліндегі коммуникативтік құралдар арқылы шешуде жатыр. Бұл, өз кезегінде, ағылшын тіліндегі математикалық терминологияны меңгеруді талап етеді. Белгілі бір коммуникативтік актінің сәтті жүзеге асуы үшін, сөйлесуші тараптар ортақ тілдік және пәндік заңдылықтарды білуі тиіс.

Келесі маңызды мәселе — математикалық терминдердің дұрыс аудармасы мен мағынасын түсіну. Студент кем дегенде сөздің немесе терминнің ең жалпы мағынасын білуі керек. Сондықтан математиканы ағылшын тілінде оқыту кезінде студенттер өз ана тілдеріндегі (қазақ немесе орыс) бұрын алған білімдері арқылы жаңа ақпаратты елестетуі маңызды. Бұл жерде екі тілді меңгерудің қиындығы — математикалық терминдердің мағынасы мен түсіндірілуінің тілге байланысты бөлініп кетуінде.[3,145б]д

Осы қиындықты жеңілдету үшін қазіргі заманғы оқыту процесіне жасанды интеллект (AI)технологияларын енгізудің маңызы артып отыр. AI студенттерге ағылшын тіліндегі математикалық терминдерді автоматты түрде түсіндіріп, мәтінді аударып, әртүрлі тілдер арасындағы терминологиялық үйлесімділікті қамтамасыз ете алады. Сонымен қатар, жасанды интеллект білім алушылардың деңгейін анықтап, дербестендірілген жаттығулар ұсына отырып, математикалық мәтінді талдауға және логикалық тізбектерді құрастыруға көмектеседі.

Математиканы ағылшын тілінде оқытудағы ең күрделі аспектілердің бірі — оқушыларды формулалармен «сөйлесе» алатындай үйрету. Мұнда "математикалық ағылшын тілі" мен логикалық құрылымдарды меңгеруге ерекше көңіл бөлінеді. Жасанды интеллект бұл процессте интерактивті жаттығулар, визуализациялар, терминдер картасы мен лексикалық талдау арқылы қолдау көрсете алады.

Сабақ барысында терминологиялық дәлдікке назар аудару – AI көмегімен айтарлықтай оңайлатылады. Терминдерді алдын ала үйрену тапсырмаларын AI арқылы жеке түрде беру арқылы аудиториялық уақытты үнемдеуге болады. Сонымен қатар, AI математикалық ұғымдардың өмірмен байланысын көрсететін практикалық есептерді де ұсынуға бейімделген.

Математиканы ағылшын тілінде меңгеруде студенттерге түрлі ЖИ құралдары қолжетімді:

- ChatGPT, DeepL, Grammarly сияқты платформалар күрделі математикалық мәтіндер мен терминдерді дұрыс аударуға және оларды түсіндіруге мүмкіндік береді.

- Photomath, Mathway секілді қосымшалар есептердің шешу жолдарын визуалды әрі қадамдап көрсете отырып, ағылшын тіліндегі түсінікті дамытады.

- Сонымен қатар, Quizlet, Anki сияқты ЖИ-мен басқарылатын жаттықтыру құралдары математикалық терминологияны есте сақтауға көмектеседі.

Оқытушылар үшін де ЖИ – үлкен көмек. Мысалы, сабақты жоспарлау, дидактикалық материалдарды әзірлеу, интерактивті тапсырмалар құрастыру және әр студенттің деңгейіне бейімделген жаттығулар жасау секілді әрекеттерді автоматтандыруға болады. Бұл оқытушының уақытын үнемдеп, оқыту сапасын арттыруға ықпал етеді.

Сонымен қатар, ЖИ көмегімен математикалық контентті мультимедиялық форматта ұсынуға болады: анимациялар, интерактивті диаграммалар, 3D модельдер. Мұндай визуализациялар күрделі математикалық ұғымдарды ағылшын тілінде тез әрі нақты қабылдауға көмектеседі.

Ағылшын тіліндегі математика мен біздегі математика арасында елеулі айырмашылықтар бар. Бағдарламаларға тереңдемей, басты айырмашылық менталитеттерде жатыр: ағылшын тіліндегі математика практикалық қолдануға көбірек бағытталған. Бұрынғы кеңестік кеңістікте ғасырлар бойы қалыптасқан математикалық дайындық терең теориялық сипатта болса, басқа елдерде математика білімін қолдану басты орын алады. Батыс елдерінің білім беру жүйесінің басты мақсаты – "қалай істеу керек" (know how), ал біздің жүйеде – "неге солай" (know why).Сондықтан, дифференциалдық және интегралдық есептеулерді білетін студенттер қарапайым өндірістік есептерді шеше алмай жатады, графиктік ақпаратта шатасады, өмірлік жағдаяттарда берілген есептерді формализациялап, шеше алмайды. Бұл дағдыларды Батыс мектептерінде 4-сыныптан бастап үйретеді.

Ағылшын тілінде оқытудың артықшылықтары:

1. Студенттер бұрынғы мектептегі ағылшын тіліндегі дағдыларын сақтайды.

2. Ағылшын тілі дағдылары оқулықтарды оқу, жазбаша тапсырмалар орындау, тыңдап түсіну, ауызша сөйлеу кезінде дамиды.

3. Студенттер халықаралық тәжірибеден өткен, жоғары сапалы шетелдік оқулықтармен оқиды.

4. Арнайы терминологияны меңгереді, бұл шетелде оқу мен жұмысқа дайындық үшін пайдалы.

5. Халықаралық IELTS, TOEFL, GRE сынды емтихандарға дайындалуға көмектеседі.

6. Ағылшын тіліндегі ғылыми басылымдарды еркін пайдалана алады.

Бірақ бұл жүйенің кемшіліктері де бар. Студенттер үшін өзге тілде материалды қабылдау қиын. Ағылшын тілінде материал баяу меңгерілуі мүмкін. Оқытушылар кейде терминдерді ана тіліне аударуға мәжбүр болады, бұл уақытты қажет етеді.

Бұл ретте бір топтағы студенттердің ағылшын тілін меңгеру деңгейі әртүрлі екенін ескеру қажет, деңгей бойынша топтарға бөлу тілдік пәндерді оқу кезінде ғана қамтамасыз етіледі. Мұнда электронды оқу құралдары мен онлайн білім беру ресурстары көмектеседі, бұл әркімге өз қарқынымен жұмыс істеуге мүмкіндік береді. 3-5 адамнан тұратын шағын топтарда жұмыс істеуге болады.

Екінші жағынан, студенттерге математиканы ағылшын тілінде оқыту үшін жоғары математиканың жалпы курсы бойынша шетел оқулықтары жиі пайдаланылады, олардың ерекшелігі теориялық дайындықтан алған білімдерін практикалық қолдануға және қолданбалы мазмұнның нақты мәселелерін шешуге баса назар аудару болып табылады. Кейбір белгілі теоремалар мен формулалардың атауларында да айырмашылық бар.[3,145б]

Қазіргі уақытта бір немесе бірнеше шет тілін жетік меңгерген жоғары білікті мамандар сұранысқа ие. Дегенмен, техникалық жоғары оқу орындары түлектерінің көпшілігінің нақты ғылымдар мен техника саласындағы іргелі дайындығының жоғары деңгейі мен шет тілін

кәсіби білімінің төмендігі арасында алшақтық бар. Біз осындай қиындықтарды ЖИ көмегіне жүгініп шеше аламыз.Тілдердің үштұғырлығы идеясы, атап айтқанда, ағылшын тілін тереңдетіп оқыту өмірлік қажеттілікке байланысты дамыды, өйткені қазіргі таңда ағылшын тілі қазіргі заман мен ғылыми-техникалық прогрестің негізгі халықаралық тілі болып табылады.

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УДК 004.8:316.6

IMPROVING COMMUNICATION AND INTERACTION THROUGH AI

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Түйін

Қарым-қатынас және коммуникацияны Жасанды Интеллект (ЖИ) арқылы жақсарту тақырыбы қазіргі таңда өзекті болып табылады. ЖИ адам мен адам арасындағы байланыс пен ақпарат алмасуды тиімдірек ұйымдастыруға мүмкіндік береді. Бұл, әсіресе, әлеуметтік желілерде, кәсіпорындар мен қызмет көрсету салаларында өзекті. ЖИ негізінде жасалған чат-боттар, аударма жүйелері және дауыстық көмекшілер қарым-қатынас сапасын арттырып, уақыт пен ресурстарды үнемдеуге көмектеседі. Сонымен қатар, ЖИ адам психологиясын түсіну арқылы тұлғааралық қарым-қатынасты да жақсартуға мүмкіндік береді. Бұл тақырыптың маңыздылығы әлеуметтік байланыстар мен іскерлік қарым-қатынастарды нығайтудағы рөлімен анықталады.

Кілт сөздер: Қарым-қатынас, коммуникация, Жасанды Интеллект, чат-боттар, аударма жүйелері, дауыстық көмекшілер, психология, тұлғааралық қарым-қатынас.

Аннотация

Тема улучшения коммуникации и связи с помощью Искусственного Интеллекта (ИИ) является актуальной на сегодняшний день. ИИ позволяет более эффективно организовать взаимодействие и обмен информацией между людьми. Это особенно важно в социальных сетях, бизнесе и сфере обслуживания. Чат-боты, системы перевода и голосовые помощники на базе ИИ повышают качество коммуникации и помогают экономить время и ресурсы. Также ИИ может улучшать межличностные отношения, понимая психологию человека. Важность этой темы определяется ее ролью в укреплении социальных связей и деловых коммуникаций.

Ключевые слова: Коммуникация, искусственный интеллект, чат-боты, системы перевода, голосовые помощники, психология, межличностное общение.

In today’s rapidly evolving world, communication and interaction play a crucial role in both personal and professional contexts. The advent of Artificial Intelligence (AI) has opened new possibilities for enhancing these processes[2, pp.1-40 and pp.120-140) By leveraging AI, communication has become more efficient, personalized, and accessible, bridging gaps that were previously difficult to overcome. This article explores how AI is improving communication and interaction in various fields and its potential to reshape human connectivity in the future.

One of the most significant contributions of AI to communication is the development of tools that enhance the way we interact with each other. AI-powered chatbots, for example, are revolutionizing customer service. These bots can handle numerous queries simultaneously, offering instant responses, and providing customers with real-time support[4, pp.88-102]Businesses that

incorporate AI-powered chat systems are able to streamline their operations, reduce response time, and improve overall customer satisfaction.

Similarly, AI-based translation systems, such as Google Translate, have significantly improved cross-linguistic communication. These systems can instantly translate text or speech, enabling seamless interaction between people who speak different languages. This advancement has not only helped individuals but has also facilitated global businesses and organizations to communicate more effectively across borders. Another breakthrough in AI communication is the rise of voice assistants like Amazon's Alexa, Apple's Siri, and Google Assistant. These smart assistants can respond to voice commands, assist with tasks, and provide real-time information, making interactions hands-free and more efficient. Voice technology is transforming how people access information, schedule appointments, and manage their daily routines, especially for those with disabilities or elderly individuals who might find traditional forms of communication challenging.

Moreover, smart devices powered by AI, including smart speakers, wearables, and home automation systems, are enhancing the overall communication experience. These devices can be programmed to communicate with each other, allowing for a more synchronized and seamless environment. The integration of AI in such devices fosters better interaction between individuals and their surroundings.

Social media platforms are another area where AI is making a significant impact. AI algorithms analyze user preferences, behaviors, and interactions to personalize content, making online communication more relevant and engaging. Social networks, such as Facebook, Twitter, and Instagram, rely heavily on AI to recommend friends, groups, posts, and advertisements based on individual user data, fostering more dynamic and personalized online interactions. Furthermore, AI-driven tools for sentiment analysis and content moderation are becoming essential in maintaining healthy online environments. AI algorithms can identify harmful content, such as hate speech, misinformation, or cyberbullying, and automatically filter or flag such content, contributing to a safer and more positive online space for communication.

Beyond business and social media, AI is also improving interpersonal communication. AI-powered systems are now being used to analyze body language, tone, and emotions, helping people better understand each other in conversations[1, pp.310-388] For example, AI in healthcare is being used to assess patients' emotional states, enabling doctors to offer more compassionate and personalized care. In business, AI tools that track employee engagement and feedback are helping managers communicate more effectively with their teams. By recognizing potential issues and addressing them proactively, AI fosters a more supportive and transparent work environment, improving interpersonal relations within organizations[3, pp.90-140]

Looking ahead, the future of AI in communication is incredibly promising. As AI continues to evolve, its potential to improve communication will only expand. For example, AI systems may soon be able to fully comprehend and respond to human emotions, leading to even more intuitive and empathetic interactions. Additionally, as AI learns to understand cultural nuances, it could create deeper cross-cultural understanding and collaboration. However, as with any technological advancement, the rise of AI in communication comes with challenges. There are concerns about privacy, data security, and the potential for AI to replace human jobs in fields such as customer service or content moderation. It's essential that we approach AI integration responsibly, ensuring that it enhances human communication rather than diminishes its value.

Artificial Intelligence is undoubtedly transforming communication and interaction across a wide array of domains. From improving customer service to enhancing personal relationships and making social media more engaging, AI is facilitating smoother, more efficient, and more personalized communication. While there are challenges to address, the future of AI in communication is incredibly promising, and its role in bridging gaps between people, cultures, and industries will continue to evolve, shaping a more connected and dynamic world. One of the most significant advantages of AI in communication is its ability to overcome geographical, linguistic, and even physical barriers. In the past, individuals who spoke different languages or lived in remote

areas faced challenges in effective communication. With AI-powered translation tools, these barriers have been drastically reduced. Real-time language translation allows people from different corners of the world to communicate as if they were speaking the same language. This breakthrough not only benefits casual conversations but also fosters international collaborations, whether for business, education, or diplomacy[2, pp.1-40 and pp.120-140]

Furthermore, AI-powered tools can help bridge accessibility gaps for individuals with disabilities. For example, AI-driven speech-to-text systems can assist people with hearing impairments, while text-to-speech technologies are a lifeline for individuals who are visually impaired. AI's potential to improve inclusivity in communication is profound, offering people of all abilities a more level playing field when it comes to participating in conversations, both online and offline[2, pp.1-40]

While the benefits of AI in communication are clear, there are several ethical concerns that need to be addressed as we continue to integrate AI into our daily lives. Privacy issues are a top concern, especially when AI systems gather and analyze vast amounts of personal data to offer personalized services. There is also the risk of misinformation and manipulation, where malicious actors could exploit AI tools to spread fake news or create deepfake videos. This underscores the importance of developing regulations and ethical frameworks to ensure that AI is used responsibly. Another challenge lies in the potential for AI to dehumanize communication. While AI-powered systems are excellent at handling tasks and facilitating communication, there are concerns that the increasing reliance on these tools might lead to a reduction in meaningful human interactions[1, pp. 20-40]As AI continues to evolve, it is essential to strike a balance between leveraging its capabilities and maintaining the human touch in communication.

The workplace is another area that is being profoundly impacted by AI. Communication tools like email, messaging platforms, and virtual meeting software are already using AI to optimize interactions. AI can assist in scheduling meetings, organizing workflows, and even improving email responses with automated suggestions based on context. Virtual assistants, powered by AI, are helping employees manage their tasks more efficiently, ensuring smoother communication within organizations. Moreover, AI is reshaping how teams collaborate remotely. With the rise of remote work, AI-powered tools are making it easier for teams to communicate across different time zones and locations. Project management software with built-in AI can help teams stay on track by identifying potential issues, making suggestions for improvement, and automating repetitive tasks[3, pp.90-140] This not only improves communication but also boosts productivity.

However, AI's role in the workplace is not limited to efficiency. It is also transforming leadership styles. AI tools can analyze team dynamics, sentiment, and performance data to provide managers with insights that can guide better decision-making and more empathetic leadership[3,pp.90-140] As the future of work continues to evolve, AI will play an even more integral role in shaping how we communicate and collaborate professionally.

Artificial Intelligence is revolutionizing the way we communicate, interact, and collaborate. From breaking down language barriers to enhancing personal and professional relationships, AI is helping us navigate the complexities of modern communication. As AI continues to develop, it promises even greater potential to create a more connected, inclusive, and efficient world. However, it is crucial that we approach the integration of AI into communication with a sense of responsibility. We must ensure that ethical considerations such as privacy, data security, and the preservation of human interactions are prioritized. If we harness AI's capabilities thoughtfully and effectively, we can shape a future where communication is not only more efficient but also more meaningful, bridging divides and connecting people across the globe in ways never before possible. The future of communication is indeed bright, and AI will undoubtedly play a central role in shaping it [1, pp.310-388]

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ҚАРЫМ ҚАТЫНАС ЖӘНЕ КОММУНИКАЦИЯНЫ ЖИ АРҚЫЛЫ ЖАҚСАРТУ

UDC 81’25

ADEQUATE TRANSLATION IN A LITERARY TEXT

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Резюме

В статье рассматривается адекватная эквивалентность между исходным и конечным текстами, а также мировоззрение и идиостиль писателя и сложность перевода художественного текста, семантико-стилистические характеристики и эмоционально-оценочные коннотации слова.

Ключевые слова: семантическая эквивалентность, межъязыковая коммуникации, переводческая компетенция.

Түйін

Мақалада бастапқы және соңғы мәтіндер арасындағы барабар эквиваленттілік, сондай-ақ жазушының дүниетанымы мен идиостилі және көркем мәтінді аударудың күрделілігі, сөздің мағыналық және стилистикалық сипаттамалары мен эмоционалды-бағалаушы коннотациялары қарастырылады.

Кілт сөздері: семантикалық эквиваленттілік, тіларалық қатынас, аударма құзіреттілігі.

Contemporary comparative linguistics increasingly prioritizes the functional analysis of linguistic elements. By examining lexical units across languages, scholars aim to identify both overlaps and divergences in semantic and structural frameworks. Traditionally, bilingual dictionaries served as primary references for such analyses, with textual examples validating or challenging dictionary entries. These studies typically focus on words as systemic units, analyzing their inherent semantic properties and contextual applications. Researchers dissect the stable informational layers encoded within lexical items and contrast their functional realizations across linguistic systems. Within translation practices, the challenge extends beyond transmitting basic denotative meanings to capturing subtle layers of connotation – evaluative nuances, emotional undertones, and stylistic textures – that emerge uniquely in literary discourse. Lexical items often acquire transient, context-specific significances in textual environments that diverge from their standardized dictionary definitions. Effective translators must therefore investigate the multidimensionality of vocabulary – simultaneously addressing denotative meanings, affective resonances, and register-specific usages inherent in both langue and parole. The fundamental objective of cross-linguistic mediation lies in establishing semantic parity – a prerequisite for target audience comprehension that depends on the translator's interpretative fidelity to the original message. This process demands meticulous attention to how source-text semantics, including occasional or context-driven shifts in meaning, are reconstituted to resonate authentically within the target culture. Only through such holistic analysis can translators bridge systemic differences while preserving the expressive richness embedded in artistic expression.

Lexical entries in dictionaries often fail to encapsulate the nuanced meanings that native speakers intuitively employ during communication. The semantic fabric of a text or utterance is woven not only from the stable, invariant components of linguistic units but also from contextual augmentations – layers of meaning shaped by the speaker’s intent and the listener’s interpretative framework. These augmentations emerge dynamically, reflecting the interplay between encoded linguistic signs and the recipient’s subjective decoding process.

In literary contexts, this complexity intensifies, as textual content is profoundly shaped by the author’s idiosyncratic creative lens. A writer’s stylistic signature synthesizes cultural heritage, national identity, and artistic conventions, embedding layers of meaning that transcend literal

interpretation.

This linear progression is inherently fragmented, as holistic meaning arises from the cumulative effect of individual lexemes, each carrying context-specific connotations. Consequently, functional equivalence hinges on two interdependent processes:

Reconstituting Core Semantics: Accurately re-expressing the denotative meanings of source-text lexemes.

Transmitting Context-Driven Connotations: Preserving the associative, emotive, and stylistic nuances that lexemes acquire within specific textual environments.

For instance, translating a metaphor from Russian to English requires not only lexical accuracy but also sensitivity to cultural associations (e.g., the symbolic weight of "берёза" [birch] in Russian poetry). A translator must navigate the tension between preserving the source text's artistic integrity and ensuring the target audience's intuitive comprehension—a balance achievable only through meticulous analysis of both systemic (language-level) and situational (text-level) semantic dimensions.

Achieving functional equivalence between a source text (T1) and its translated counterpart (T2) necessitates the alignment of semantic values within their linguistic components, alongside the faithful transference of implicit meanings embedded in T1. The feasibility of translating a text hinges predominantly on the capacity to translate its constituent elements, which requires establishing correlations between the contextual and pragmatic meanings of T1's units and their counterparts in T2.

Semantic alignment in translation is realized through multifaceted equivalence, encompassing denotative precision, stylistic resonance, emotional undertones, and pragmatic functionality [1, 206].

Lexemes in T1 require adaptive strategies for adequate equivalence:

Formal Linguistic Disparities: Contrasts in morphological systems, syntactic frameworks, and sentence typologies.

Cultural-Contextual Asymmetry: Differences in worldview, artistic traditions, and the sociolinguistic contexts of source and target audiences.

For instance, translating idiomatic expressions or culturally specific metaphors often demands creative reconfiguration rather than literal substitution, underscoring the interplay between linguistic fidelity and cultural adaptation..

In cross-linguistic transformations there are generalization, reduction, abstraction, summarization, addition, expansion, specification, and omission. These techniques restructure the content of the source material while accounting for the sociocultural, historical, and ethnic determinants inherent in bilingual communication. Interpretation methods must align with the dual speech dynamics of interlingual exchanges, where meaning is negotiated between divergent cultural frameworks.

In literary translation, cultural adaptation strategies serve to bridge cultural divides by preserving the author's creative voice, artistic traditions, and the unique features of the source literature. Such compensatory methods require a nuanced understanding of the target culture's literary conventions to ensure the translated work resonates authentically.

Contemporary translation theory emphasizes two primary frameworks for analyzing translation processes:

Text-centric analysis: Focuses on structural elements, including syntax, cohesion, and stylistic patterns.

Information-recoding principles: Prioritizes the transformation of semantic and pragmatic content across linguistic systems.

Translation competence is characterized by a dual proficiency:

Productive command of the target language's norms and conventions.

Interpretive fluency in decoding the source text through a cross-cultural lens.

This competence also entails mastery of adaptive methodologies to reproduce the original's essence, including contextual adjustments and creative reimagining – particularly vital for

translating poetic or artistic texts. As noted by scholars, it demands “subject-matter expertise and the imaginative capacity to navigate cultural subtexts” [2, 28].

L.K. Latyshev examines the evaluation criteria in translation and is the first of the linguists to introduce the concept of linguoethnic communicative competence (LCC). This competence includes requirements such as the reader's acquisition of contextual knowledge to understand the author's intention and familiarity with the cultural, literary and situational paradigms of the target environment. Its components include:

Linguistic knowledge: Mastery of lexical units, grammatical models, and sociolinguistic norms.

Pragmatic usage: Context-appropriate expression patterns.

Preparatory cultural-historical knowledge: Background information essential for accurate interpretation.

National evaluative stereotypes: Culturally ingrained perceptions shaping meaning [3, 24].

he conceptual overlap between translation and linguo-ethnic communicative competence (LCC) stems from their shared role in mediating two-phase communication. In this framework, the translator acts as the secondary sender, and the target audience becomes the final recipient. Effective mediation demands more than bilingual proficiency; it necessitates domain-specific expertise (knowledge of the source text’s subject matter), technical adaptability, and creative ingenuity. Crucially, the translator must reinterpret cultural, historical, and ethnic nuances to align with the LCC of the target audience—readers whose interpretative lens is shaped by their linguistic and cultural identity.

Alongside semantic fidelity, translation requires communicative-pragmatic alignment, particularly when handling culturally specific lexemes. Such non-equivalent vocabulary encapsulates unique elements of a culture’s worldview, necessitating connotative transfer rather than literal substitution. The selection of target-language equivalents hinges on matching the subjective resonance of the source term, prioritizing emotive and contextual relevance over denotative precision.

Swear Words and Taboo Expressions:

Function primarily as emotional outlets rather than referential terms, lacking fixed denotative meanings. Their semantics are rooted in pragmatics, enabling synonymy without altering core intent (e.g., varying expletives may convey identical anger in a given context).

Cross-linguistic equivalence is inherently polysemous, as cultural norms dictate acceptability.

Address Terms and Figurative Appellations: Deeply tied to cultural traditions, social hierarchies, and national character.Often lack direct equivalents, requiring translators to prioritize emotional tone over literal meaning.

Metaphorical language arises from culture-bound cognitive frameworks, reflecting national thought patterns via symbolic systems. While stable cultural associations (e.g., “fox” symbolizing cunning in English) aid translatability, metaphors rooted in unique historical or folkloric contexts demand creative adaptation. In literary texts, even neutral lexemes acquire value-laden connotations through contextual embedding. Unlike words with inherent connotations (dictated by linguistic norms), neutral terms derive their expressive weight from textual dynamics, collectively shaping the narrative’s connotative landscape.

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UDC 811.111

PROBLEMS AND METHODS OF TRANSLATING PROPER NAMES USING THE EXAMPLE OF NEIL GAIMAN'S WORKS

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Түйін

Бұл мақалада біз Нил Гайманның еңбектеріндегі жалқы есімдерді аудару кезінде туындайтын негізгі мәселелерді, сондай-ақ аудармашылар қолданатын оларды шешудің әртүрлі әдістерін қарастырамыз. Атап айтқанда, атаулардың мифологиялық, мәдени және дыбыстық ерекшеліктерін беру тәсілдері, сондай-ақ бұл мәселелерді тәжірибеде шешудің мысалдары қарастырылады.

Кілттік сөздер: жалқы есімдердің аудармасы, Нил Гайман, мифология, әдеби аударма, фантазия, мәдени контекст.

Резюме

В данной статье мы рассмотрим основные проблемы, возникающие при переводе имен собственных в произведениях Нила Геймана, а также различные методы их решения, используемые переводчиками. В частности, будут рассмотрены подходы к передаче мифологических, культурных и звуковых особенностей имен, а также примеры решения этих проблем на практике.

Ключевые слова: перевод имен собственных, Нил Гейман, мифология, художественный перевод, фантазия, культурный контекст

Translating literature always presents challenges not only in conveying meanings accurately but also in preserving the author's atmosphere, context, and cultural characteristics. One of the most difficult aspects of translation is working with proper names. In the works of Neil Gaiman, a British fantasy writer, elements of mythology and culture play a key role, and proper names often prove to be not just bearers of character identity but also important cultural, mythological, and historical signs. The challenges of translating names in works such as American Gods, Stardust, and Never Say Never Again require not only linguistic knowledge but also deep cultural awareness on the part of the translator.

Problems of Translating Proper Names: Cultural and Mythological References

One of the main problems in translating the works of Neil Gaiman is the need to convey mythological and cultural references, which are often encoded in the names of characters. The translator is faced with the need to decide how to preserve these references in the target language.

Example: Czernobog in American Gods

The character "Czernobog" in American Gods refers to Slavic mythology, where Czernobog is a god of darkness and destruction. When translated, this name can be retained as Қара Бақ or Қара Құдай, which is an established designation for this mythological character in Kazakh culture. However, for a reader unfamiliar with Slavic mythology, this name may be incomplete and not so clear. In such cases, it may be helpful to add an explanation or use a footnote explaining that Czernobog is a deity of Slavic mythology symbolizing darkness and destruction [1, p. 36].

Example: Loki and Other Mythological Figures

American Gods also features other characters based on mythological figures, such as Loki, the Norse god of trickery and deceit, whose name is an integral part of his mythological role. In Kazakh translations, his name is usually not changed, as Loki is a well-known figure in mythology, and his name is generally stable in the culture. However, when translating the names of characters from lesser-known mythologies, such as Anansi (Spider) or Mad Sweeney, problems arise, as the target culture may not have similar images. The translator may be faced with a choice: keep the original name and explain its meaning in the notes, or try to find an analogue that is understandable to the reader in his or her cultural tradition [2, p. 50].

In any case, the translator's task is to ensure that the reader not only understands the character's name but also perceives it in the context of the entire work.

Example: The Name "Shadow Moon"

In the works of Neil Gaiman, the sound structure of names plays an important role. Often, the name of a hero or god not only conveys his essence but also serves as a tool for creating a certain atmosphere. For example, the name "Shadow Moon" evokes associations with dark forces and the inner experiences of the character.

In Kazakh, a direct translation of "Shadow Moon" as Ай көлеңкесі may lose the dark atmosphere that the original name creates. The word "shadow" has an additional connotation of secrecy and menace that is difficult to convey with the word "moon." In addition, "Moon" in Kazakh is associated with night light, not a dark, threatening shadow. Thus, translating this name requires not only accuracy but also a creative approach to conveying the atmosphere of the work. To preserve the atmosphere, the translator can use a more metaphorical solution, such as Shadow of the Night or Moon Mist. This solution will more accurately convey the atmosphere but will require additional explanations in the context of the work [3, p. 72].

Problems with Allusions and Intertextuality

Neil Gaiman makes extensive use of intertextual references, which also creates additional difficulties in translation. Character names often contain hidden allusions to other literary works, mythology, biblical stories, and even historical events.

Example: The Name "Lucifer Morningstar"

The character "Lucifer Morningstar" in Stardust alludes to the biblical image of a fallen angel, as well as the myth of the dawn of light. A direct translation of the name as "Lucifer Morningstar" may not convey the full complexity of Lucifer as a rebel who challenges God and the norms of society. When translating such a figure, it is important to preserve not only the literal meaning but also to emphasize the philosophical and cultural associations. Perhaps a translation with added explanation or adaptation should be used so that the reader can perceive the figure of Lucifer in the context of the work, and not only as a classic antihero [4, p. 84].

Methods of Translating Proper Names

Transcription is one of the most common methods of translation, where the name retains its form, and its sound is conveyed through the graphics of another language. This method is used in cases where the character's name does not have a clearly expressed cultural or mythological connection but is simply nominal. Transcription allows you to preserve the original sound of the name without violating its significance in the context.

Example: Transcription of the Name "Anansi"

The name Anansi in American Gods can be left unchanged, as it already has a stable perception in world culture, associated with African mythology. Transcription of the name as Anansi does not require additional explanation and allows preserving its sound form [5, p. 95].

Adaptation is a translation method in which a name is changed to suit the cultural and linguistic characteristics of the target audience. This method is used when a name is too difficult to perceive in a direct translation or is associated with local cultural or mythological features.

Example: Adaptation of the Name "Wednesday"

The name "Wednesday," which in the context of American Gods refers to the god Odin, is often adapted in Kazakh as Wednesday, which is a literal translation. In this case, the adaptation allows the main meaning to be preserved, but the translator can add additional comments or explanations to emphasize the mythological connection with Odin [6, p. 102].

Tracing is a method that preserves not only the sound of a name but also its meaning through the translation of individual elements. Tracing can be useful when a name contains clear associations that can be expressed through familiar terms in the target language.

Example: Tracing the Name "Shadow Moon"

In the case of the name "Shadow Moon," tracing preserves key elements by conveying them through similar terms in the target language, with the atmospheric and symbolic meaning being in

the foreground. The translation Shadow of the Moon can be considered an example of tracing [7, p. 118].

Direct Translation with Explanation: When a name has deep cultural and mythological references that cannot be conveyed directly, the translator may use the direct translation method with the addition of explanations, for example, in the form of footnotes or comments.

Example: Direct Translation with Explanation of the Name "Czernobog"

The name Czernobog can be translated as Chernobog with the addition of a footnote explaining that Chernobog is a god of Slavic mythology associated with darkness and destruction. This approach preserves both the mythological significance of the name and provides the reader with the necessary information to understand the context [8, p. 132].

Conclusion

Translating proper names in the works of Neil Gaiman is a complex and multifaceted task, requiring a careful approach to every cultural and mythological detail. A variety of translation methods, such as transcription, adaptation, calque, and direct translation with explanation, helps to preserve not only the sound of the names but also their deep symbolic and mythological context. For a successful translation, it is important to take into account not only lexical accuracy but also the cultural and literary characteristics of the target language [9, p. 145].

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UDC 811.111

WAYS OF PRESERVING CULTURES ON THE BORDER OF LANGUAGE THROUGH ZHANIBEKOV'S WORKS

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Түйін

Мақалада қазақ жазушысы және философы Өзбекәлі Жәнібековтің көпмәдениетті және көптілді қоғамдар жағдайында шығармашылық арқылы мәдени дәстүрлерді сақтау мен дамытуға қосқан үлесі қарастырылады. Түрлі тілдер мен мәдениеттердің тоғысқан жерінде ұлттық бірегейлікті сақтау үдерісіндегі өнер, әдебиет және қостілділіктің рөлі туралы автордың негізгі ойлары талданады.

Кілттік сөздер: мәдениет, сақтау, тілдер, шығармашылық, бірегейлік, мәдениетаралық өзара әрекеттестік, әдебиет.

Резюме

В статье рассматривается вклад казахского писателя и философа Озбекали Жанибекова в сохранение и развитие культурных традиций посредством творчества в условиях мультикультурных и многоязычных обществ. Анализируются основные мысли автора о роли

искусства, литературы и двуязычия в процессе сохранения национальной идентичности на стыке разных языков и культур.

Ключевые слова: культура, сохранение, языки, творчество, уникальность, межкультурное взаимодействие, литература.

In an era where the forces of globalization are reshaping cultures across the world, one of the most pressing concerns is the preservation of cultural identities, especially at the intersection of different languages and societies. Language, beyond being a mere tool of communication, carries within it the essence of cultural codes, historical memories, and worldviews of people. As globalization promotes the spread of dominant languages like English, smaller languages and their associated cultures face the threat of extinction. This phenomenon presents significant challenges for the preservation of traditions, folklore, mythology, rituals, and the very identities of peoples. Creativity—through art, literature, and other forms of expression—emerges as a crucial tool for safeguarding cultural heritage in the face of linguistic and cultural transformation.

The present article explores the role of creativity in preserving cultures that exist at the boundaries of languages, focusing on the work of Uzbekali Zhanibekov, a prominent Kazakh writer and philosopher. Zhanibekov's works offer profound insights into the dynamic relationship between bilingualism, cultural identity, and the act of cultural preservation. In the context of globalization, his writings provide a powerful narrative on how art and literature can serve as mechanisms to maintain cultural identities, transmit historical knowledge, and bridge cultural divides.

This article will address several key questions: How can creativity be leveraged to preserve cultural identity amidst linguistic and cultural shifts? What role does bilingualism play in the preservation of cultures at the intersection of languages? And how does Uzbekali Zhanibekov's work contribute to this process? The examination of these questions will help shed light on the potential of creative expression as a vital tool for cultural preservation in a globalized world.

The concept of intercultural interaction through creativity is central to this discussion. Writers, artists, and philosophers, like Zhanibekov, integrate elements from multiple cultures into their works, contributing to the preservation and evolution of linguistic and cultural diversity. Such creative efforts can be especially significant for minority groups whose languages and traditions are at risk of disappearing. This article will also explore how Zhanibekov's creative works engage with the broader theme of preserving cultural memory through literature and art, and how they offer solutions to the challenges posed by bilingualism and cultural intermingling.

In the theoretical framework of this study, we will draw on the works of theorists such as Edward Said, Alfred Schutz, and others who have discussed the intersection of identity, culture, and multilingual societies [1, p. 27][2, p. 58]. Their perspectives will provide a foundation for understanding how creativity can help preserve and adapt cultural elements in the context of linguistic and cultural change.

Language plays a fundamental role in shaping cultural identity, serving as a repository for traditions, folklore, and rituals. It acts as the conduit through which cultural memories are transmitted across generations. In the context of globalization, where dominant languages increasingly overshadow smaller, regional tongues, preserving these linguistic codes becomes essential for maintaining the continuity of cultural heritage.

Creativity, in all its forms, becomes an important vehicle for passing down these cultural elements. Artists, writers, and cultural figures draw on their native languages to infuse their works with the very essence of their cultural identities. By doing so, they ensure that future generations remain connected to their historical and cultural roots. Zhanibekov, through his literary and philosophical works, highlights the significance of creative activities as a means to protect and adapt cultural traditions in a changing world.

The preservation of cultural identity is especially critical for communities that exist at the intersection of multiple languages and cultures. These communities, which often experience a blending of linguistic and cultural elements, face unique challenges. As a result, the role of creativity—through literature, music, and other forms of artistic expression—becomes even more

pronounced as it offers a means to navigate and preserve identity in a multilingual and multicultural environment [3, p. 106].

Uzbekali Zhanibekov, a renowned Kazakh writer and philosopher, has devoted much of his life's work to understanding and addressing the challenges of cultural preservation in the context of bilingualism and multiculturalism. His writings offer unique perspectives on how art and creativity can act as key mechanisms for maintaining cultural identity in a rapidly globalizing world.

Zhanibekov's literary works frequently explore themes of identity, language, and cultural interaction. Through his stories, essays, and philosophical explorations, he delves into the nuances of bilingualism and its impact on cultural identity. Rather than viewing bilingualism as a threat to native traditions and languages, Zhanibekov sees it as an opportunity for cultural growth and exchange. He advocates for an active engagement with both one's native language and the broader, globalized linguistic environment [4, p. 153].

One of Zhanibekov's most significant contributions to the discourse on cultural preservation is his emphasis on the role of creativity in transmitting cultural memory. In his philosophy, creativity is not merely an artistic pursuit; it is a vital tool for safeguarding the cultural foundations that define a society's collective identity. His works often feature characters and narratives that reflect the complexities of navigating multiple languages and cultures, particularly at the intersection of Kazakh, Russian, and other Central Asian traditions.

Zhanibekov's novel *Life on the Border* (2010) is a prime example of how literature can address issues of identity, cultural conflict, and language barriers. The novel tells the story of individuals who find themselves caught between different cultural worlds, facing internal and external struggles over their cultural and linguistic identities. Through his exploration of bilingualism and intercultural communication, Zhanibekov provides valuable insights into the ways in which creativity can help individuals and communities preserve their sense of self in the face of cultural and linguistic displacement [5, p. 115].

Bilingualism occupies a central role in the work of Uzbekali Zhanibekov, who sees it as both a challenge and an opportunity for cultural growth. Bilingualism allows individuals to access multiple linguistic and cultural worlds, which can enhance their understanding and appreciation of diversity. For communities at the crossroads of different languages, bilingualism is not simply a practical skill; it is an essential tool for preserving cultural heritage.

In Zhanibekov's view, bilingualism serves as a bridge between cultures, facilitating communication and exchange while also strengthening one's connection to their native language. For example, in the context of Kazakh and Kyrgyz speakers, knowledge of Russian has historically provided access to a broader cultural dialogue with neighboring peoples. This exchange of ideas and experiences contributes to the preservation and development of national identity, as it fosters mutual understanding while simultaneously reinforcing the cultural uniqueness of each group.

Zhanibekov does not see bilingualism as a threat to native languages. On the contrary, he argues that it enhances the resilience of cultural identity by enabling individuals to engage with both their heritage and the wider world. Through his works, Zhanibekov demonstrates how bilingualism can be used creatively to negotiate cultural boundaries, adapt traditions, and preserve the integrity of cultural memory in a globalized context [6, p. 82].

In conclusion, the work of Uzbekali Zhanibekov underscores the vital role of creativity in preserving cultural identity at the intersection of languages and cultures. His writings provide valuable insights into how art and literature can serve as tools for cultural preservation, offering pathways to adapt traditions while maintaining their core values. Through his exploration of bilingualism, intercultural interaction, and the creative process, Zhanibekov illustrates how language can be both a tool for communication and a vehicle for transmitting cultural heritage. As globalization continues to shape the linguistic and cultural landscape, the role of creativity in safeguarding cultural identities remains an essential area for further study and exploration.

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UDC 81’25

FEATURES OF TRANSLATING PROPER NAMES ON THE EXAMPLE OF THE WORK OF NEIL GAIMAN AND TERRY PRATCHETT "GOOD OMENS"

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Резюме

Целью исследования является выявление особенностей имен собственных текста произведения Н. Геймана и Т. Пратчетта «Good Omens» и способов их передачи на русский язык. В данной статье было рассмотрено название произведения и имена главных героев. В результате предварительного анализа теоретической базы установлено, что корректная передача имен собственных является актуальной проблемой. В большинстве случаев переводчики комбинируют способы перевода имен героев, однако этого недостаточно. Многие авторы прибегают к использованию говорящих имен, что усложняет работу переводчика. Самыми продуктивными способами перевода в выбранном для анализа произведении является калька и уподобляющий перевод, так как каждое имя в произведении имеет за собой скрытый подтекст. Результаты проведенной нами работы могут послужить материалом для дальнейших исследований с точки зрения ономастики, а также могут использоваться на занятиях по теории перевода.

Ключевые слова: Good Omens, перевод, имена собственные, Н. Гейман, Т. Пратчетт

Түйін

Зерттеудің мақсаты – Н.Гайман мен Т.Пратчетттің «Жақсы белгілер» шығармасының мәтініндегі жалқы есімдердің ерекшеліктерін және олардың орыс тіліне аударылу жолдарын анықтау. Бұл мақалада шығарманың тақырыбы мен басты кейіпкерлердің есімдері қарастырылды. Теориялық негізін алдын ала талдау нәтижесінде жалқы есімдерді дұрыс беру өзекті мәселе екені анықталды. Көп жағдайда аудармашылар кейіпкерлердің атын аудару әдістерін біріктіреді, бірақ бұл жеткіліксіз. Көптеген авторлар аудармашының жұмысын қиындата түсетін сипаттамалық атауларға жүгінеді. Талдау үшін таңдалған шығармадағы аударманың ең өнімді әдістері - калька және ассимиляциялық аударма, өйткені шығармадағы әрбір атауда жасырын субтекст бар. Біздің жұмысымыздың нәтижелері ономастика тұрғысынан одан әрі зерттеу үшін материал бола алады және аударма теориясы сабақтарында да қолдануға болады.

Кілт сөздері: Жақсы белгілер, аударма, жалқы есімдер, Н.Гайман, Т.Пратчетт.

The relevance of the study lies in the fact that traditionally, when translating certain lexical units, problems arise with their correct transfer from one language to another, which affects the quality of the translation as a whole. As a result, with sufficient regularity, this issue is not given the required amount of time and attention, which leads to a decrease in the equivalence of the translation and the loss of the meaning intended by the author. On the basis that the methods of interlingual transfer of proper names considered in the study can be used for further analysis in future works by translators and linguists, this topic remains relevant. A feature that also increases interest in considering the text of the selected work is that “Good Omens” was written in collaboration, and this further complicates the translation process due to the importance of taking into account the features and characteristic style of each of the writers. In addition, in the work, the authors resort to using facts from history, wordplay, and various kinds of references to create artistic images. The genre of the work – fantasy – does not simplify the translation, which requires

the exact transmission of all phenomena, events, names of objects and nominations of heroes, since the plot often depends on their accuracy.

To achieve this goal, it is necessary to solve the following problems: firstly, to analyze the names of the characters in the text of the work “Good Omens”, secondly, to consider the role of the translator in adapting units, thirdly, to substantiate the importance of preliminary preparation of the translator before working on the work.

The materials of the study, along with the novel by N. Gaiman and T. Pratchett “Good Omens” [1] and its translations performed by M. Yurkan [2] and V. Verbitsky [3], also served as a number of articles devoted to the problems of the study, as well as containing information regarding the names of the heroes. The theoretical basis for this study was the works of A. M. Argo [1], S. Attardo, which reveal the role of the translator and the work he must do when working on the original work.

Also considered were the works of Yu. V. Vannikov, N. K. Garbovsky, V. N. Komissarov, Ya. I. Retsker, L. K. Latyshev, which most fully reveal the criteria that the translated text must meet.

In this work, the following research methods are used to analyze proper names in the work of N. Gaiman and T. Pratchett "Good Omens": the linguistic research method, as well as the method of analysis and generalization.

It is impossible to imagine any layer of language without proper names. A whole science was created to study them, which was called onomastics. However, the correct and accurate translation of such lexical units from one language to another is still difficult, but nevertheless relevant, since in most cases the names are plot-forming.

In the work of Neil Gaiman and Terry Pratchett “Good Omens”, starting with the title, the authors resort to a language game, and each of the characters’ names has a hidden subtext.

The meaning of the word omen – an event or an occasion that is believed to inform the humanity about the future [4] in English is quite spatial and can be used with different-level epithets, for example, good or bad. Thanks to this, the authors turn to the allusive connection of the reader, arising on the basis of the cycle of horror films with the title “Omen”. Readers perceive the title not just as a lexical unit, but as a precedent. This is reinforced by the fact that both works feature a child who is destined to become the Antichrist. Thus, the collocation good omens forms an oxymoron that conveys a figurative combination of contradictory concepts; a paradox. When translating into Russian, the word omen can be translated in two ways. In the first case, as a sign. In the second case, as an omen. Considering the meaning that the authors intended, the omen option would be the most correct, but both are used in translation. As for the word good, it can also be translated as kind and as good. Based on the fact that the word good has more to do with religion, which is the basis of the work, good is used more often in translation. Nevertheless, M. Yurkan translated the title as "Good Omens", while V. Verbitsky preferred "Good Omens". In both cases, the authors of the translation partially conveyed the meaning intended by the writers, while managing to preserve the main message [5, p. 75].

It is worth noting that both translators make a number of footnotes in which they draw the readers' attention to the fact that the authors resort to certain references and quite fully, but briefly, explain how this is reflected in the plot of the work.

Further, the language game is directly related to the names of the characters. Most of the names in the work can be considered from the point of view of the speakers. However, unlike the speaking names in Russian classical literature, in “Good Omens” their meaning should be considered at a deeper level, since, among other things, they are also plot-forming. Thus, the demon Crowley, already at the beginning of the work, draws our attention to this fact when he talks about how important it is to choose the right name for Cerberus:

“It’s very important that names it himself. It gives it its purpose. It’ll be Killer, or Terror, or Stalks-by-Night, I expect” [1, p. 80].

It can be argued that this is how the authors let us know that all the names in the novel characterize the inner essence of the characters and determine their role in the work. However, all

the plot-forming names that could have been assigned to the characters ultimately turn out to be comical. Thus, the name Warlock, which is most suitable for the Antichrist, is given to an ordinary child due to the nuns' mistake. M. Yurkan translated it into Russian as Magician, which is why the stylistic coloring that the authors wanted to give was lost, since, using this name, they had in mind a warlock, determining that the boy would take the side of hell in the future. V. Verbitsky turned out to be closer and more accurate to what was intended, but translated the name as Sorcerer. The authors also return to the film "Omen" and offer, on behalf of the same servants of the Satanic church, the name Damian, which is a marker that rejects the original plot scheme. M. Yurkan translated it into Russian as Demyan with an explanation of the connection in a footnote. V. Verbitsky ignored the explanations and translated it as Damien, which distanced the name from the original. As a result, the real Antichrist receives the name Adam from his "father". This name has a more positive connotation because it is Biblical and is associated with its first bearer, which emphasizes the important idea that the young boy is more human than a supernatural being:

"He's not Evil Incarnate or Good Incarnate, he's just… a human incarnate –" [1, p. 201].

Even the hellhound, whose name would define its essence, gets the most ironic name - Dog. In the translation by M. Yurkan, in order to emphasize the simplicity, the translator uses the most popular nickname for dogs - Barbos, while competently preserving the authors' desire to emphasize that Cerberus, like the Antichrist, took a neutral position. In turn, V. Verbitsky leaves the word "dog" and gives the dog a direct name Pes. Despite the fact that the authors used different linguistic approaches in translation, they managed to convey the essence accurately.

At all times, names have had one function - identification. But in a work of fiction, the name performs a more important function. It forms an image in the reader's head and evokes either positive or negative emotions towards the hero. Thus, through the change in the spelling of the demon's name, we can trace his transformation from the tempter snake Crawly (from crawl - to crawl), to the most ordinary Anthony J. Crawley, acceptable in society. V. Verbitsky makes a footnote from the moment the hero first appears and explains the reference to the great serpent tempter from the gardens. In turn, M. Yurkan does not provide a footnote to the fact that the demon's name is directly related to its original essence, but gives a note that the human name was received in honor of the famous British occultist. Again, in both cases, it turned out that the authors of the translations indicated the moments necessary for the correct perception of the text, but the information turned out to be incomplete. You can trace the genius of the authors and their ability to connect historical facts when analyzing the names of witches.

The one who predicted the birth of the Antichrist and outlined a plan to prevent it receives the name Agness Nutter. In the translation of M. Yurkan - Agnes Psikh, where the surname is the reaction of people to these predictions, which was preserved. The author uses tracing paper, while her colleague V. Verbitsky resorts to a likening translation, giving the name Agnes Bezumtser. With this translation, he emphasizes the fact that the heroine is really sick. However, the authors of the work preferred to designate the heroine as a healthy woman, but prone to constant nervous excitement. The granddaughter of Anathema Device will say that her last name comes from the mechanism of the watch that her grandfather designed: M. Yurkan translated the name into Russian as Anathema Gadget. Etymologically, the word gadget is close to what the authors had in mind, but its use is incorrect since we are not talking about a strap. Nevertheless, the translator managed to preserve the irony that stands behind this name, which is a primary task. In turn, V. Verbitsky decided to resort to tracing paper when translating this name, and the heroine became Anathema Pribbor. In both cases, the translators managed to preserve the stylistic coloring intended by the authors, and this was not reflected in the plot.

"It was built by an ancestor of mine," said Anathema. "Sir Joshua Device. They named it after him." "The Joshua?" said Newt guardedly. "The device." [1, P. 224].

In fact, both of these names are a reference to women who were burned in 1612 for suspected use of black magic. This fact must be taken into account when translating, because it directly affects the image of the characters. In addition, to increase the comicality on behalf of the hero, the authors claim that it was Agnes Psych who "invented" the people who are now called psychos in her honor.

“You’re going to tell me she invented mad people, I suppose” [1, P. 230].

The hero who said this in the original received the name Thou-Shalt-Not-Commit-Adultery Pulsifer, which is also a speaking name. The authors of the work turn to Old English, in which the first two components are obsolete word forms you and shall. In addition, these obsolete words refer us to the biblical covenants, one of which was written in a similar style. The comicality is added by the consonance of the hero's surname with the devil's name Lucifer, which results in a kind of oxymoron. In V. Verbitsky's translation, the hero becomes NeVozhelay-Zhenu-Blizhnego-Svogo Pulsifer, while in M. Yurkan's translation Ne-Prilyuby-Sotvori Pulsifer. In both cases, the translators, despite their different approaches, managed to preserve the comicality intended by the authors.

Many secondary characters also have speaking names, which emphasizes the authors' interest in using them and the importance of analysis for a more complete understanding of the text, but we will limit ourselves to the main characters.

Thus, the conducted analysis of the title of the work and the names of the main characters showed that the authors resort to implicitness and hidden subtext in each of them. The translator faces a difficult task, firstly, to be able to correctly convey the name from one language to another, and secondly, to explain to the reader what the authors meant by using it. In the situation with the work we have chosen, the complexity increases also because the book was written in collaboration. In order to preserve all the stylistic coloring and meaning that the writers put into the names of the characters, the translator must first study the information about both the authors and all the references they leave. To summarize, it is worth saying that a competent translation of proper names is a labor-intensive process, but the correct perception of the plot depends on its quality, because in most cases, names are plot-forming.

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UDC 372.881.111.22

HISTORICAL AND ETHNOGRAPHIC HERITAGE OF UZBEKALI ZHANIBEKOV

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Түйін

Бұл мақалада көрнекті ғалым, этнограф және мемлекет қайраткері Өзбекәлі Жәнібековтің Қазақстанның тарихи-этнографиялық мұрасын зерттеу, сақтау және жаңғыртудағы рөлі қарастырылады. Автор Жәнібековтің қазақтың дәстүрлі мәдениетін, ұлттық киімдерін, қолөнерін, айтыс өнерін, музыкалық мұрасын зерттеуге және тарихи сәулет ескерткіштерін қалпына келтіруге қосқан үлесін талдайды. Сонымен қатар, мақалада оның Қазақстандағы мәдени жаңғыруды ілгерілетудегі ұйымдастырушылық күш-жігері көрсетілген. Зерттеуде оның қазақ этнографиясын жүйелеудегі ықпалы ерекше атап өтіліп, оның мұрасының қазіргі академиялық

қауым үшін маңызы зор.

Кілттік сөздер: Қазақ этнографиясы, тарихи мұра, мәдени жаңғыру, ұлттық киім, қолөнер, айтыс, музыкалық мұра, Қожа Ахмет Ясауи кесенесі, қазақ мәдениеті.

Резюме

В данной статье рассматривается роль выдающегося ученого, этнографа и государственного деятеля Узбекали Жанибекова в изучении, сохранении и возрождении историко-этнографического наследия Казахстана. Автор анализирует вклад Жанибекова в изучение казахской традиционной культуры, национальной одежды, ремесел, искусства айтыса, музыкального наследия и реставрацию исторических архитектурных памятников. Кроме того, в статье освещаются его организационные усилия по содействию культурному возрождению в Казахстане. В исследовании подчеркивается его влияние на систематизацию казахской этнографии и подчеркивается значимость его наследия для современного академического сообщества.

Ключевые слова: казахская этнография, историческое наследие, культурное возрождение, национальная одежда, ремесла, айтыс, музыкальное наследие, мавзолей Ходжи Ахмеда Ясави, казахская культура.

Kazakhstan's historical and ethnographic heritage is vast and deeply intertwined with its nomadic traditions, rich cultural diversity, and strategic geographical location at the crossroads of Europe and Asia. As one of the largest countries in the world by land area, Kazakhstan has experienced a dynamic and often turbulent history that has shaped its people, their cultural practices, and their understanding of identity. The historical and ethnographic heritage of Kazakhstan can be broken down into several key areas:

Early History and Ancient Civilizations:

Kazakhstan’s history stretches back to ancient times, with evidence of human settlement dating back over 300,000 years. The territory was home to several important ancient cultures, including:

The Scythians (8th century BCE - 4th century BCE): A nomadic people who inhabited the steppes of Central Asia, including parts of present-day Kazakhstan. The Scythians were known for their advanced metalworking, including the creation of gold artifacts, and their distinctive burial mounds, or kurgans. The burial sites of the Scythians in Kazakhstan have yielded impressive archaeological finds, showcasing their art and culture [1].

The Saka and Massagetae: These were ancient nomadic tribes that lived in Kazakhstan’s vast steppe regions. The Saka, in particular, were an Iranian-speaking people who developed sophisticated burial rituals, which included large, ornate tombs filled with rich artifacts [2]. These cultures are considered significant for their contributions to early Eurasian nomadic traditions.

The Silk Road: Kazakhstan was a central part of the Silk Road, the ancient trade network that connected China, Central Asia, the Middle East, and Europe. Cities like Otrar and Syr Darya became important centers of trade, culture, and scholarship. The influence of Persian, Arabic, Chinese, and Turkic cultures is still visible in Kazakhstan’s historical and architectural heritage [3].

The Nomadic Tradition:

Kazakhstan has long been home to nomadic peoples, and its steppe landscape is closely tied to the practice of nomadism. The Kazakh people are descendants of Turkic and Mongol nomads, and their way of life has played a significant role in shaping their culture, traditions, and values. Key aspects of Kazakhstan’s ethnographic heritage that reflect its nomadic past include:

Yurts: The portable, dome-shaped tents made from felt, wood, and leather, which have been used by Kazakh nomads for centuries. Yurts are a symbol of Kazakh hospitality and the nomadic lifestyle. Their design reflects the practical needs of a mobile existence in the harsh steppe environment [4].

Horse Culture: Horses have played a central role in Kazakh life for thousands of years. Traditional horsemanship is a key part of the ethnographic heritage, and the Kazakh people have long been recognized for their skills in horseback riding, horse racing, and equestrian sports like kokpar (a traditional game similar to polo) and togyz kumalak (a game of strategy played with pebbles on a board) [5].

Falconry: The practice of hunting with trained falcons is another key part of Kazakhstan's cultural identity. Falconry was historically an aristocratic pursuit and remains an important tradition, especially in Kazakhstan's northern and eastern regions [1].

The Mongol Invasion and the Kazakh Khanate:

The Mongol Empire's expansion in the 13th century significantly impacted Kazakhstan's historical and ethnographic development. Under the leadership of Genghis Khan, the Mongols conquered large parts of Central Asia, including Kazakhstan. The Mongol invasion, however, also facilitated the spread of Eurasian cultures and fostered the exchange of ideas, technology, and trade.

The Kazakh Khanate: In the 15th century, Kazakhstan emerged as a distinct political entity, the Kazakh Khanate, which consolidated various Turkic and Mongol tribes under the leadership of the Kazakh khans. The Kazakh Khanate was crucial in shaping Kazakhstan's ethnic and political landscape, and its influence can still be seen in Kazakh national pride and identity today [3].

Russian and Soviet Periods:

The Russian Empire began its expansion into Kazakhstan in the 18th century, and by the 19th century, Kazakhstan was fully integrated into the Russian Empire. The period of Russian colonialism and later Soviet rule had profound effects on Kazakhstan's culture and identity.

Russification and Sovietization: The Soviet government undertook a policy of Russification, which sought to suppress local languages, traditions, and customs in favor of Russian language and culture. This was particularly true in the realm of education, media, and public life, where the use of the Kazakh language was discouraged. The Soviet regime also imposed collectivization, leading to significant displacement and suffering for the Kazakh people, particularly during the 1930s famine, which resulted in the deaths of hundreds of thousands of Kazakhs [3].

Post-Independence Kazakhstan (1991 - Present):

Since gaining independence from the Soviet Union in 1991, Kazakhstan has been engaged in a process of cultural revival and the reassertion of its national identity. The country has made significant strides in preserving and promoting its historical and ethnographic heritage, including:

Language and Education: Following independence, there has been a push to revitalize the Kazakh language as the state language, alongside Russian, which remains widely spoken. This has involved educational reforms, the publication of textbooks, and the promotion of Kazakh-language media and literature.

Cultural Revival: The government and various cultural organizations have worked to promote traditional Kazakh arts, such as music, dance, and craftwork. The "Atameken" national museum and various regional museums showcase the historical and ethnographic heritage of Kazakhstan, and traditional festivals like Nauryz (the Persian New Year) have been revitalized as important cultural celebrations.

Ethnic Diversity and Traditions:

Kazakhstan is home to a diverse population, with over 130 ethnic groups living within its borders. This diversity has shaped the country's ethnographic landscape, with Kazakh traditions coexisting alongside those of Russians, Uzbeks, Ukrainians, and other groups. This multicultural heritage is reflected in Kazakhstan's food, customs, and cultural practices, creating a unique blend of traditions [5].

Özbekäli Jänibekov and His Contributions to Kazakh Ethnography:

Özbekäli Jänibekov was a prominent scholar, ethnographer, and statesman who played a crucial role in researching and revitalizing the cultural and spiritual heritage of the Kazakh people. In the second half of the 20th century, he did important work on the history and culture of Kazakhstan. This included studying it, putting it into order, and repairing it. Many national cultural values were revived and introduced into academic discourse thanks to his efforts.

Conclusion:

Özbekäli Jänibekov's historical and ethnographic legacy stands as a testament to his dedication to preserving and reviving the cultural and spiritual values of the Kazakh people. His extensive research and organizational efforts contributed to the restoration of national clothing, handicrafts, aitys traditions, musical heritage, and architectural monuments. His academic

contributions and leadership helped spark a cultural renaissance in Kazakhstan. Today, his works are highly valued by the academic and cultural communities and continue to serve as a vital source for research and preservation efforts [Jänibekov, 1982, p. 133].

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UDC 81’25

TRANSLATION ASPECT OF THE STUDY OF POLITICAL DISCOURSE

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Резюме

Статья посвящена важности изучения политического дискурса при подготовке специалистов в области устного и письменного перевода. В статье рассматриваются основные аспекты, составляющие трудности при переводе политических текстов.

Ключевые слова: политический дискурс; языковая картина мира; политическая коммуникация; межкультурная коммуникация; прецедентные феномены; лакуна

Түйін

Мақала ауызша және жазбаша аударма саласындағы мамандарды даярлауда саяси дискурсты зерттеудің маңыздылығына арналған. Мақалада саяси мәтіндерді аударуды қиындататын негізгі аспектілер қарастырылады.

Кілт сөздері: саяси дискурс; дүниенің тілдік суреті; саяси байланыс; мәдениетаралық коммуникация; прецедентті құбылыстар; бос орын.

This article represents the initial stage of the study devoted to the analysis of speeches of the American President D. Trump and their translation into Russian. At this stage, it is necessary to consider the theoretical foundations of the study of political discourse, as well as possible difficulties and features of translating this kind of discourse. This is the purpose of this article.

In the last decade, the theory of political discourse has become the object of close attention of linguists. Politics is carried out through language, and, as a consequence, through political discourse. Currently, there is a tendency towards the globalization of society. Political discourse goes beyond the framework of one linguistic picture of the world, so it is important for both interpreters and translators to study this phenomenon.

In order to understand such a phenomenon as "political discourse", first of all, it is necessary to understand what discourse is in general.

Discourse is both a separate verbal product of speech and the context in which it is carried out. Discourse is a text that has its author, aimed at achieving certain goals in a communicative situation, reflecting the vision of the world of a certain society. E.I. Sheigal writes that “the linguistic sign system always exists in the form of discourse, or more precisely, discourses; any communication is always carried out in a specific area of human activity, in a specific social space” [1, p. 15]. That is why the typology of discourse is so diverse; discourse can be political, diplomatic, business, legal, military, medical, etc.

Political discourse is “the totality of all speech acts in political discussions, the rules of public policy, sanctified by tradition and tested by time” [2, p. 6]. All relations between classes of people and the authorities are carried out thanks to language, “the most important repository of collective

experience" [3, p. 15]. By means of language, representatives of power control the consciousness of society, impose their point of view. Through the instruments of their linguacultural dimension, politicians express their attitude to current events, intentions and readiness to act. But also "language itself imposes a certain vision of the world on a person" [4, p. 48], "including national traditions, history, a model of political communication formed and polished over centuries, interaction with other national cultures" [2, p. 2]. All these concepts are reflected in political discourse.

Translation in the political sphere is complex, and the translator bears a huge responsibility. However, as Christina Schaffner and Susan Bassnett believe, despite the important role of translation in the sphere of modern political communication, there are many more questions than answers in this area of translation studies [6, p. 12].

A translator in the political sphere must be competent in politics , and understand the essence of the discussions. As A.V. Fedorov believes, "the main prerequisite for a correct translation is knowledge of the subject being discussed" [7, p. 298].

When translating political concepts, it is always necessary to take into account not only the context, but also the cultural characteristics of the countries of the original language and the target language, as well as to know their history, political situation, and understand the views of leaders on specific situations.

As N.K. Ryabtseva notes, a translator must overcome interlingual asymmetry, "put into the text and read from it more information than is explicitly expressed in it" [8, p. 24]. A translator carries out the process of interaction between two cultures and languages in the space of discourse. Based on this, translation is an interdiscursive activity.

Translation thinking constantly operates with different linguistic and cultural categories that reflect different linguistic pictures of the world and different conceptual spheres [96 p. 13]. For an adequate translation it is necessary to analyze not just lexical units, but concepts, "discrete units of thought" [10, p. 217]. Translators must study the main concepts of political discourse; analyze the specifics of their verbalization in both the original and target languages.

Political texts abound in culturally significant lexical units; they reflect the general and specific features of the functioning of national cultures. Therefore, translating lexical units of political discourse is particularly difficult; the translator must not only identify the culturally significant components of politicians' speeches, but also adapt them as much as possible for the addressee's understanding, focusing on the recipient's cultural field.

Culturally significant lexical units in political discourse are closely connected with such a phenomenon as precedent. Conveying precedent phenomena is always a difficult task for translators. Precedent phenomena are any significant and well-known names, statements, texts, situations that are frequently used and easily recognized in a specific linguistic and cultural community.

Political texts and speeches contain a large volume of references to historical events and realities. Both American and Russian politicians regularly use those precedent phenomena that represent the value orientations of their community. The use of precedent phenomena by politicians helps to create with the audience "their own atmosphere of closure from outsiders", which is an effective means of getting closer to the public for interaction with it [1, p. 89].

"Atmosphere of closure" entails misunderstanding and, in some cases, a negative attitude of recipients in the process of intercultural communication, which in the political environment can lead to serious consequences. Therefore, translators should pay special attention to the transfer of nationally marked vocabulary, neutralize or national-culturally adapt lacunae.

The political discourse of the USA is distinguished by a high level of precedent, translators regularly encounter such phenomena, and they are faced with the question: is it necessary to replace these phenomena, omit them, or provide a translation commentary. The well-known translator P.R. Palazhchenko believes that there are three texts familiar to every US resident: the first paragraphs of the Declaration of Independence, the national anthem, and Abraham Lincoln's Gettysburg Address [11, p. 211]. Most Americans are also familiar with the text of the Bill of Rights. Allusions to these

documents or excerpts from them are often encountered during election campaigns. However, these allusions will not make an impression on the Russian-speaking public. In such cases, replacing the precedent phenomena of the original language with the precedent phenomena of the target language will be justified, but only if the effect of communicative influence is preserved.

In American political discourse, precedent phenomena are rarely transformed, and such transformations are often formal in nature, for example, changes in the grammatical structure of a sentence. In Russian political discourse, transformations of precedent texts are very common.This helps to interest the audience and attract attention. Recognizing allusions and searching for connections between meanings entails emotional involvement, which creates a favorable atmosphere for the planned impact on the audience [12, p. 70].

US political discourse is characterized by a high content of sacred allusions. It is important for a translator to be prepared for such situations, to be highly erudite in this area and to have background knowledge of the country and culture with which he works. English-language dictionaries of quotations, for example, the Oxford Dictionary of Quotations, can help with this.

American political discourse is expressive and abounds in stylistic means and metaphorical expressions. This phenomenon is less inherent in Russian political discourse, so when translating into Russian, imagery is often reduced.

Thus, translation in a political environment is a task of increased speech responsibility. Political language is the official language of state power, a language with its own special means of influencing the public.

Inaccurate translation of political texts can lead to such serious consequences as damage to the politician's image, a negative impact on the outcome of negotiations, and even political conflicts.

The primary task of a translator in the political sphere is to preserve the desired communicative effect. To achieve this, the translator must study the functions, stylistic features, as well as lexical and syntactic means of political discourse.

A translator working with political texts must have extensive background knowledge and be familiar with regional geographic features. The translator must also have an extensive vocabulary. And since political discourse demonstrates the dynamics of language, the translator must monitor semantic changes within the discourse.

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UDC 81’25

THE LIFE AND SCIENTIFIC CONTRIBUTIONS OF O.ZHANIBEKOV: CHARACTERISTICS OF TRANSLATING HISTORICAL AND CULTURAL CONCEPTS

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Түйіндеме

Мақалада Өзбекәлі Жәнібековтің қазақ халқының материалдық мәдениетін де, рухани мәдениетін де қалыптастырудағы күш-жігері қарастырылады. Сонымен қатар, белгілі мемлекет және қоғам қайраткері Өзбекәлі Жәнібековтің ерекше өміріне қатысты еңбектер зерттеледі. Өзбекәлі Жәнібековтің ғылыми ізденістері Қазақстанның материалдық және рухани мәдениетіндегі рухани көсемнің өмірі мен істеріне және ғылыми зертеулеріне тоқталады.

Кілт сөздер: рухани мәдение, жасанды аударма, көркем аударма, аударматану ерекшеліктері, аударма әдістері.

Резюме

В статье исследуются усилия Узбекали Жанибекова по формированию как материальной, так и духовной культуры казахского народа. Кроме того, будут изучены труды, касающиеся необыкновенного жизненного пути Узбекали Жанибекова, известного государственного и общественного деятеля. Научное исследование Узбекали Жанибекова сосредоточено на научных трудах, жизни и деяниях духовного лидера в материальной и духовной культуре Казахстана.

Ключевые слова: духовная культура, искусственный перевод, художественный перевод, особенности переводоведения, методы перевода.

Ozbekali Zhanibekov dedicated the most of his life to the youth. Abish Kekilbayev, who led the youth group for several years, stated that he assisted several young individuals, and nearly all the esteemed figures referenced in the memoirs are renowned in music, poetry, and sports. «Өзбекәлі хақында» authored by the renowned historian and academician Manash Kozybaev (1931-2002), constitutes an additional item in the volume “Soldier of the Spirit”, which has profoundly influenced the global study of personality.

The scientist states, “On this day, individuals convene as though they have reinstated the leaders of Alash, as if they have legitimized them”. Ozbekali Zhanibekov was the one who instigated this issue. Moreover, the subsequent assertions of the scientist, a close associate and companion of Uzagi, are pertinent. In the 20th century, Ozbekali Zhanibekov perpetuated the endeavors of their esteemed predecessors. He exhibited his genuine Kazakh pride. In his memoirs, “The One Who Has No Public Interest” [1], academician Serik Kirabayev perpetuates the legacy of the renowned historian Manash Aga. Galym Kirabayev remarked, “I am pleased for one reason: had the ideological work of the Central Committee been led by anyone other than Ozbekali at that time, we would not have successfully addressed these issues.” God is revered. As the adage goes, “the end is near, good is approaching”, Ozbekali’s ascension to this role enhanced the lives of the Kazakhs, validated their grievances, and addressed their deficiencies. Furthermore, the contributions of historian M. Kozybayev and scholar S. Kirabayev, who have extensively examined «ақтаңдақтарды» within the framework of literary research, were conveyed.

His writings include «Қазақтың ұлттық қол өнері» (1982), «Жаңғырық» (1991), «Уақыт керуені» (1992), «Жолайрықта» (1996), «Қазақ киімі» (1996), «Ежелгі Отырар» (1997), «Тағдыр тағылымы» (1996, 1997), and «Таңдамалы шығармалар жинағы» (2011). O. Zhanibekov left a significant legacy, devoting his life to the enhancement of national spirituality. He continually pursued innovation, even throughout his lengthy employment in federal leadership positions. We aim to share profound ideas on Ozbekali Zhanibekov, who profoundly impacted his nation's history, exchange viewpoints, and initiate a new era of “Ozbekali science”.

During one of history’s most challenging epochs, we discern how to validate the heroes of

Alash. Renowned historian among the earliest “Ozbekali scientists” detailed the achievement of this esteemed individual. Thus, when yesterday’s red empire was just emerging, Ozbekali Zhanibek reunited with his people the noble sons of our people Akhmet Baitursynov, Mirzhakyp Dulatov, Magzhan Zhumabayev, Zhusupbek Aimauytov, Shakarim Kudaiter First white bird and swallow of the realm of freedom, the vindication of the lions of Az-Nauryz and Alash, who returned to our people following more than six thousand years of servitude (1731–1991), was We so appreciate Ozbekali Zhanibekov for his unassuming help to our freedom.We cannot afford to overlook their effort [2].

Respected supporter of our national literature, Rakhmankul Berdybay (1927–2012) also adds fresh pages of Ozbekali studies in “The Legacy of Kairatker” [3]**.** Even though he did not have the chance to carry out many of his ideas, he said “O. Zhanibekov, who breathed the oppressive air of the Soviet era and made a significant contribution to the spiritual growth of his people and the revival of their cultural heritage, conscientiously fulfilled his duty to the people, even then”. His face gleams before next generations as well as present one. The Ozbekali leader sold the national legacy instead of looking for his people’s interests.

Not following glitter or profession, he was a citizen of Alash carrying great the banner of honor and decency. Because he sacrificed his honor above national riches, O.Zhanibekov is a brilliant example for the present and next generations.
Ozbekali Zhanibekov teaches quite compassionately. Born in the Keless area of our southern region, which is particularly valued by the pedagogical community, the name of the founder of Kazakh education, a historian by profession and a well-known graduate of the current Kazakh National Pedagogical University named after Abay in 1952, started his work as a teacher. In this instance, a writer and literary critic who dedicated his whole life to further education, “The work of a teacher is a strong force that makes a citizen out of a person, and a sage out of a child”, remarked Academician Zeynolla Kabdolov, who spent his life teaching in his own country. A teacher sacrificing his time and concern for the welfare of others is really normal. Born and fantasized of being a stalker, Ozbekali Zhanibekov “An art lover aiming at developing human skills”.

Notes of a man turning forty this year. Leading modern “Ozbekism” is a scientist with outstanding research capacity, a philologist. Doctor of Sciences Kulbek Ergobek claims, “Ozbekali Zhanibek is a measure in itself”. Keep your neck neat someone who can generate fresh ideas from fresh information and helps his people for free gauging of knowledge. Thus, among words or phrases, “Ozbekali Zhanibek” is the best one. [4]

Let us keep writing on Zhanibekov, a guy elevated on the pinnacle of Kazakh national spirituality, “Lessons of Ozbekali”. Attracting his son Alash to his brother and became the “Ozbekali of the Kazakh people”, “Ozbekali Zhanibek kept his personality and heroic spirit pure and without prejudice”. Rising from the ashes, he became a hero, served the people and the country, became a “spiritual leader”, lived his life as a citizen breathing the national spirit from head to toe...” (M. Shakhanov), a citizen with a national identity and passion for his country who understood how to apply former Soviet policies for the advantage of his people.
In his memoirs on renowned scientist, politician, and public figure Myrzatai Zholdasbekov, his instructor, author produces an amazing work titled «Қалың қазақтың Өзбекәлісі» “(also known as “The Brave Kazakh Ozbekali”). “Ozbekali with a bright face, beautiful dark skin, a unique personality, expert in the history and culture of the country, a source of virtue, depth of thought, image and character of our people, its strength and glory, not less”, he remarked.

Black man who never hesitated and disguised his own personality, he was a friend to everybody, a nobleman from his nation. Let us remember the view that zhyrau Tole biy was the Bukhara of our day. [5]

Saint, creator of religion and start-up of the battle for freedom and independence among the Kazakh people. Kazakh people have loved Turkestan for many years. When Taikazan, Nauryz and our fragrant lions return, the national spirit of Ozbekali Zhanibekov a remarkable figure who made an important contribution is a fantastic illustration of spirituality. He will live with his family

always.

Basically, they tried everything to be “spiritual leaders” in the annals of their people. Rereading the pieces on nationalist O.Zhanibekov, I came onto a book devoted to «өзбекәлітану». We shared our opinions and somewhat went over the findings of the personality testing. We hope for the moral actions to keep going. [6]

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УДК 371.134

АНГЛИЙСКИЙ ЯЗЫК И ТЕХНОЛОГИИ

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Түйіндеме

Қазіргі әлемде ағылшын тілі оқуда, жұмыста, саяхатта және күнделікті өмірде маңызды рөл атқарады. Дегенмен, оны зерттеу қиын болуы мүмкін. Телефон қолданбалары, аудармашылар, бейне оқулықтар және дауыстық көмекшілер сияқты жаңа технологиялар оқу процесін айтарлықтай жеңілдетеді. Жасанды интеллект (AI) адамдарға жаңа сөздерді есте сақтауға, қателерді түзетуге және сөйлеу тілін жаттықтыруға көмектеседі. Осыған қарамастан, тек технологияға сенбей, өз бетінше жаттығу, оқу, тыңдау және сөйлеу маңызды. Болашақта AI дамып, тіл үйренуді жеңілдетеді.

Кілт сөздер: Ағылшын тілі, технология, жасанды интеллект, оқу, аудармашылар, қолданбалар, дауыстық көмекшілер, бейне оқулықтар.

Resume

In today's world, English plays an important role in education, work, travel, and daily life. However, studying it can be difficult. New technologies such as phone apps, translators, video tutorials, and voice assistants are greatly simplifying the learning process. Artificial intelligence (AI) helps people memorize new words, correct mistakes, and train spoken language. Despite this, it is important not to rely solely on technology, but also to practice, read, listen, and speak on your own. In the future, AI will evolve, making language learning even easier.

Keywords: English, technology, artificial intelligence, learning, translators, applications, voice assistants, video tutorials.

Английский язык очень важен в наши дни. В большинстве стран мира люди говорят на этом языке. Английский необходим в интернете, на работе, в учебе и в путешествиях. Но выучить этот язык непросто. Однако новые технологии упрощают изучение английского языка.

Английский является основным языком для работы, образования и исследований во многих странах мира. Крупные мировые компании и международные организации используют английский язык. Кроме того, большая часть контента в интернете ведется именно на английском языке.

Через знание английского языка:

1. Возможны международные возможности трудоустройства.

2. Увеличиваются шансы на обучение и повышение квалификации за границей.

3. Можно быстрее быть в курсе последних новостей в области науки и технологий.

4. Легче общаться во время поездок за границу.

Но изучение английского языка требует большой работы. Однако, чтобы облегчить этот процесс, на помощь приходят современные технологии.

Технологии, которые помогут вам выучить английский язык:

1. Телефонные приложения

Теперь вам не нужно покупать книги, чтобы выучить английский язык. Вы можете скачать специальные приложения на свой телефон и учиться. Например, такие приложения, как Duolingo, Cake, LingQ, обучают новым словам и помогают говорить правильно.

2. Переводчики

Раньше поиск слов в словаре занимал много времени. Сейчас есть такие переводчики, как Google Translate, Yandex Translate. Когда пишешь одно слово, сразу переводишь.

3. Видеоуроки

Такие платформы, как YouTube, также могут помочь вам выучить английский язык. Есть много бесплатных уроков, объясняющих язык.

4. Чат-боты и голосовые помощники

Вы можете поговорить с некоторыми программами и попрактиковаться в английском языке. Например, такие помощники, как Google Assistant, Siri, могут задавать вопросы на английском языке и получать от них ответы.

Онлайн-курсы и видеоуроки

Крупнейшие в мире образовательные платформы позволяют изучать английский язык как на бесплатных, так и на платных курсах:

- Coursera-курсы английского языка университетов мира.
- Udemy-видеоуроки и интерактивные занятия на английском языке.
- Khan Academy-отличная платформа для изучения научных и технических знаний на английском языке.
- YouTube — лучший бесплатный ресурс для развития английской грамматики, произношения и слуховых навыков.

Программы на основе искусственного интеллекта помогут вам выучить язык быстро и эффективно. Пример: Grammarly выявляет ошибки в написанном вами тексте и предлагает правильную версию. Elsa speak научит вас правильно произносить слова. Chatgpt может поговорить с вами на английском языке и объяснить новые слова и грамматические правила. Изучение языка в аудиоформате развивает навыки слуха и понимания. Пример: BBC 6 minute English-6 минут веселых уроков каждый день. Подкасты Британского совета-развивает грамматику и словарный запас. TED Talks-чтобы услышать и понять речь реальных людей. Изучение языка в игровой форме делает его более увлекательным. Пример: Kahoot! - тесты и викторины по английскому языку. Quizlet-запоминание слов с помощью интерактивных карточек. Duolingo-учит английский шаг за шагом через игру. Изучение языка в виртуальной среде поможет вам практиковаться в реальной жизни. Пример: Mondly VR – позволяет говорить по-английски, как если бы вы уехали за границу. VRChat-общение с другими людьми в виртуальной среде на английском языке. Практиковать язык легко с помощью телефона и умных помощников. Пример: Alexa и Google Assistant – практикуйте язык, задавая вопросы и получая на них ответы. LinguaLeo-учит английский с помощью текста и аудио. Резюме вам не нужно полагаться на книги или курсы, чтобы выучить английский язык. Благодаря новым технологиям вы можете быстро и легко выучить язык, выбрав удобный и увлекательный способ! [1]

Виртуальная и дополненная реальность для изучения английского языка очень эффективны технологии виртуальной и дополненной реальности (VR/AR). С помощью этих технологий вы можете научиться общаться на английском языке в интерактивной среде.

Например, используя приложения VR, вы можете почувствовать атмосферу мероприятия и говорить по-английски в реальной среде или в рабочих условиях. Этот тип обучения поможет вам четко понять не только язык, но и его значения.

Чат - боты и интерактивные уроки изучение английского языка с помощью чат-ботов-еще один эффективный способ. Разговорные навыки можно развить, общаясь с чат-ботами. Например, чат-боты могут предлагать образовательные приложения в интерактивном режиме, помогая вам практиковаться в разговоре и работе с текстами. С помощью чат-ботов, таких как Replica и mitsuku, можно активно общаться на английском языке, говорить из повседневных ситуаций и знакомиться с новыми словами. [3]

Утечка через мобильные приложения выучить английский язык через мобильные приложения очень просто и удобно. Упражнения по грамматике, лексике и произношению можно получить с помощью приложений, специально разработанных для этого. Например, с помощью таких приложений, как Duolingo, Memrise и Busuu, вы можете проводить обучение каждый день или в удобное для вас время. Уроки и практики, упорядоченные в этих приложениях, помогут вам запомнить новые слова, понять тексты и развить разговорные навыки.

Онлайн-курсы и платформы сегодня изучение английского языка на онлайн-платформе очень популярно. На таких платформах, как Coursera, Udemy, edX, можно брать уроки языка в крупнейших университетах мира. С помощью этих платформ можно не только изучать язык, но и понимать научные и технические темы на языке. Онлайн-курсы позволяют посещать занятия профессионалов, независимо от времени и места проведения.

Подкасты и видео изучение английского языка с помощью подкастов и видео очень полезно. Большинство людей предпочитают получать знания в аудио и видео форматах. С помощью таких подкастов, как BBC Learning English, the English We speak, вы можете участвовать в разговорах на английском языке, знакомясь с повседневными словами и выражениями. На платформе YouTube также есть каналы, которые помогут вам развить грамматику, произношение и навыки запоминания английского языка. [4]

Заключение:

Теперь изучать английский язык намного проще, чем раньше. Искусственный интеллект (ИИ) помогает учить новым словам, исправлять ошибки и улучшать разговорные навыки. Приложения для телефона, переводчики и голосовые помощники упрощают изучение языка. Например, Siri или Google Assistant позволяют отвечать на вопросы и использовать английский язык. Однако нельзя просто полагаться на SI. Чтобы хорошо освоить английский язык, важно регулярно практиковаться. Вам нужно много читать, слушать и говорить. В будущем искусственный интеллект будет развиваться дальше. Но самое главное, что человек пытается учиться. При правильном использовании технологий можно быстро и легко выучить английский язык.

Технологии облегчают изучение английского языка. Теперь вы можете быстро овладеть языком через интернет и телефон. В будущем новые технологии будут развиваться дальше, и процесс обучения станет проще. Поэтому желательно правильно пользоваться технологиями и изучать английский язык.

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UDC 81’23

THE CONTRIBUTION OF OZBEKALI ZHANIBEKOV TO THE STUDY AND

PRESERVATION OF KAZAKH MATERIAL AND SPIRITUAL CULTURE

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Түйіндеме

Мақала қазақтың материалдық және рухани мәдениетін зерттеудегі белгілі этнограф және мәдениеттанушы Өзбекали Жәнібековтың үлесіне арналады. Оның еңбектері қазақ халқының дәстүрлі қолөнері, ою-өрнегі, халық архитектурасы мен ұлттық киімін түсінуге айтарлықтай әсер етті. Ө.Жәнібековтің зерттеулері тек тарихи және археологиялық аспектілерді ғана емес, сондай-ақ жаһандану жағдайында мәдени мұраны сақтау маңыздылығын да қамтиды. Мақалада оның қазақтың дәстүрлі қолөнері, тоқыма өрнектерінің символикасы, халық архитектурасы мен ұлттық киімнің мәдени сәйкестік белгісі ретінде маңызы туралы зерттеулері егжей-тегжейлі қарастырылады. Ө.Жәнібековтің жұмысы қазақ мәдениетінің дәстүрлерін сақтау мен болашақ ұрпаққа жеткізуге маңызды үлес болып табылады.

Кілт сөздер: Өзбекали Жәнібеков, қазақ мәдениеті, материалдық мұра, рухани мәдениет, дәстүрлі қолөнер, ою-өрнек, халық архитектурасы, ұлттық киім, мәдени мұраны сақтау.

Резюме

Статья посвящена вкладу Узбекали Жанибекова, выдающегося этнографа и культурного историка, в изучение казахской материальной и духовной культуры. Его работы значительно повлияли на понимание традиционных казахских ремесел, орнаментации, народной архитектуры и национального костюма. Исследования У.Жанибекова охватывают не только исторические и археологические аспекты, но и важность сохранения культурного наследия в условиях глобализации. В статье подробно рассмотрены его исследования в области традиционных казахских ремесел, символики текстильных узоров, народной архитектуры, а также значения национального костюма как символа культурной идентичности. Работа У.Жанибекова является важным вкладом в сохранение и передачу казахских культурных традиций будущим поколениям.

Ключевые слова: Узбекали Жанибеков, казахская культура, материальное наследие, духовная культура, традиционные ремесла, орнаментация, народная архитектура, национальный костюм, сохранение культурного наследия.

The study of Kazakh material and spiritual culture has been significantly influenced by the works of Ozbekali Zhanibekov, a prominent ethnographer and cultural historian. His deep commitment to preserving the cultural heritage of the Kazakh people has yielded a vast body of work that provides invaluable insight into the nation’s traditions, crafts, and artistic expressions. Zhanibekov’s research delves into the rich and diverse aspects of Kazakh culture, exploring the relationship between art, identity, and historical memory.

This article focuses on O. Zhanibekov’s major contributions to the understanding of Kazakh material culture, specifically his research on traditional crafts, ornamentation, folk architecture, and national attire. His work emphasizes the importance of cultural preservation as a means of maintaining national identity, especially in the face of modernization and global influences. Zhanibekov believed that understanding and safeguarding these cultural forms is essential to ensure the continuation of Kazakhstan’s heritage.

Through his studies, O. Zhanibekov sought to document and revitalize the cultural legacy of Kazakhstan, ensuring its transmission to future generations. He meticulously examined the symbolic meanings behind traditional patterns and designs, offering a profound understanding of how these elements reflect the values and worldview of the Kazakh people. His research is instrumental in recognizing how material culture and craftsmanship are integral to the Kazakh identity, providing not only a practical purpose but also a reflection of social and spiritual beliefs.

Moreover, O.Zhanibekov’s work highlights the significance of folk architecture in representing the relationship between people and their environment. His documentation of traditional architectural forms has played a key role in preserving Kazakh constructions that are representative of the nomadic lifestyle and deeply connected to the land. These contributions have

been pivotal in demonstrating the connection between Kazakh cultural identity and the material aspects of daily life. O. Zhanibekov's scholarly contributions have become a crucial reference for understanding the intricate relationship between cultural identity and material culture. His work remains a touchstone for researchers, educators, and cultural practitioners seeking to preserve and pass on Kazakhstan's unique cultural heritage to future generations.

The analysis of O.Zhanibekov's works involves a comprehensive review of his scholarly publications, including *Қазақ қолөнерінің мәдениеті* (Culture of Kazakh Crafts), *Жаңғырық* (Echo), *Уақыт керуені* (Time Caravan), *Жолайырықта* (On the Crossroads), and *Қазақ киімі* (Kazakh Clothing). These texts provide a systematic exploration of Kazakh material culture, offering insights into various aspects such as traditional crafts, folk architecture, and national clothing. To assess the significance of his contributions, the methodology includes an examination of primary data sources, such as ethnographic fieldwork, historical and archaeological materials, as well as traveler accounts and other written documents. The study also incorporates the analysis of various interviews and memoirs that contextualize O.Zhanibekov's work in the broader cultural and social landscape of Kazakhstan [2].

Furthermore, a comparative approach is utilized to juxtapose O. Zhanibekov's findings with those of other notable scholars in the field of Central Asian ethnography and cultural studies. By examining the contributions of these scholars, the article underscores the unique aspects of O.Zhanibekov's work and its importance in the broader context of ethnographic research. His comprehensive approach to understanding the material and spiritual culture of the Kazakh people is contrasted with other influential studies, providing a deeper appreciation of his legacy in the field.

The research methodology also includes an assessment of the relevance of O.Zhanibekov's work in the context of modernity and globalization. In today's rapidly changing world, where traditional cultural practices are often at risk of being overshadowed by global trends, his preservation efforts are even more vital. The article highlights how O.Zhanibekov's work not only documents the traditional aspects of Kazakh culture but also promotes their continued relevance in modern society. By analyzing how his research continues to influence contemporary cultural discourse, the article emphasizes how his contributions help to sustain and strengthen Kazakhstan's cultural identity amid the forces of globalization.

Through this comparative approach, the study demonstrates the enduring value of O.Zhanibekov's work in fostering a deeper understanding of Kazakh culture while offering a framework for the preservation and revitalization of material culture in the modern era. His efforts not only enrich the academic field but also contribute to the broader cultural and social processes of identity formation and national heritage conservation in Kazakhstan.

Table 1. Sources and Methodology Overview

Source	Research Methodology	Notes
Zhanibekov's Published Works (Books)	Qualitative Content Analysis	In-depth exploration of themes such as material culture, folklore, and architecture
Ethnographic Fieldwork	Direct Observation and Interviews	Collection of data through field visits to traditional craftspeople and rural communities
Archaeological and Historical Materials	Historical Comparative Analysis	Analysis of ancient artifacts, inscriptions, and documents to reconstruct cultural heritage
Memoirs and Traveler Accounts	Textual Analysis	Use of primary sources for contextual understanding of cultural practices and social norms

Ozbekali Zhanibekov's scholarly contributions are instrumental in preserving both the intangible and tangible aspects of Kazakh culture. His research into traditional crafts uncovers the

deep significance of Kazakh ornamentation, particularly the intricate symbolism embedded in textile designs and the motifs found in carpet weaving. O.Zhanibekov emphasized that these crafts should be understood not only as artistic expressions but as cultural symbols reflecting the aesthetic values, social norms, and worldview of the Kazakh people. Through his detailed study of the crafts, Zhanibekov illuminated how each design element carries a historical and spiritual meaning, encapsulating the essence of Kazakh identity.

O.Zhanibekov's study of Kazakh folk architecture offers a unique lens through which to view the relationship between environment, lifestyle, and cultural identity. His examination of traditional dwellings reveals how the structures are intricately tied to the natural landscape, with architectural choices often reflecting the nomadic lifestyle and spiritual beliefs of the Kazakh people. His work suggests that these homes are not merely functional but are manifestations of cultural values, where every detail, from the construction material to the layout, tells a story of heritage and community.

Moreover, O.Zhanibekov's research on national attire highlights how clothing serves as a powerful symbol of cultural pride and national identity. He explored the rich symbolism embedded in traditional Kazakh garments, which not only serve practical purposes but also communicate social status, regional identity, and cultural belonging. For instance, specific garments were worn during ceremonies, festivals, and rites of passage, each one reflecting a distinct aspect of Kazakh society. O.Zhanibekov's work draws attention to how the attire has been an essential means of preserving and asserting cultural identity, especially in the face of globalization and modernization.

Key findings from O.Zhanibekov's research emphasize the idea that traditional crafts and folk art are crucial for maintaining cultural identity while also asserting national pride in an era of rapid modernization. For example, his analysis of the Kazakh carpet reveals a rich tapestry of symbolic meanings embedded in the patterns, each signifying different aspects of Kazakh life, from nature to spirituality. O.Zhanibekov's exploration of folk architecture further demonstrates how the construction of homes is deeply rooted in Kazakh beliefs about the environment, community, and family. Furthermore, his work on traditional attire underscores the symbolism of clothing, showing how garments represent various social statuses, regional identities, and ceremonial roles within Kazakh society.

O.Zhanibekov's work provides essential insights into the preservation of Kazakh cultural heritage, offering both a scholarly and practical framework for understanding the intricate relationship between material culture and identity. His efforts have not only contributed to ethnographic research but have also played a significant role in ensuring that Kazakh culture is understood, respected, and celebrated by future generations. O.Zhanibekov's contributions continue to inspire scholars, educators, and cultural practitioners in Kazakhstan and beyond, ensuring the vitality of Kazakh heritage in an ever-changing world.

Table 2. Major Findings in Zhanibekov's Research

Topic	Key Findings	Examples and Details
Traditional Crafts	Ornamentation as cultural expression	Kazakh carpets reflect the deep connection between nature and spiritual beliefs (e.g., water as a boundary)
Folk Architecture	Homes as cultural and spiritual symbols	Homes reflect not only environmental adaptation but also spiritual and cultural beliefs, e.g., yurt construction as a representation of cosmic order
Kazakh National Attire	Clothing as a symbol of identity	Traditional garments like the *V. Kasaba* and *Saukele* showcase integration of both ancient and modern styles
Cultural Preservation	Emphasis on documenting and revitalizing traditions	Advocacy for continued study and safeguarding of disappearing cultural practices, such as folk dances and music

Ozbekali Zhanibekov's research provides a clear framework for understanding how cultural practices evolve and adapt over time while retaining their core values. His studies demonstrate that the material and spiritual culture of the Kazakh people is deeply intertwined with the nation's historical and social development. O.Zhanibekov's contributions to ethnography, particularly his work on traditional crafts and folk architecture, are invaluable for understanding the nuances of Kazakh cultural identity.

O.Zhanibekov's assertion that Kazakh ornamentation reflects societal preferences emphasizes the dynamic interplay between creativity and tradition. The decorative patterns found in carpets and other textiles are not only aesthetic but also serve as cultural markers that link the past with the present. In his research on folk architecture, O.Zhanibekov revealed how the design of Kazakh homes reflected not only practical concerns but also spiritual and cultural beliefs, providing a tangible connection to the land and history [4].

His study of Kazakh clothing goes beyond mere fashion, illustrating how national dress serves as a symbol of cultural pride and identity. His analysis of garments, including the *V. Kasaba*, sheds light on how clothing styles evolved, integrating both traditional and urban elements, reflecting the hybridization of Kazakh culture in the modern era. O.Zhanibekov's scholarly work also calls attention to the need for further research and preservation of Kazakhstan's cultural heritage. He recognized that many elements of traditional Kazakh art, including folk instruments and dances, were on the verge of being lost due to modernization and globalization [5]. His advocacy for preserving these traditions remains relevant today, as they continue to play an integral role in shaping Kazakhstan's cultural landscape.

Table 3. Key Contributions of Zhanibekov's Research

Research Area	Contribution	Significance
Traditional Crafts	Documenting symbolic elements in carpets and textiles	Provides a deeper understanding of how everyday items reflect spiritual and cultural beliefs
Folk Architecture	Studying the relationship between home designs and cultural beliefs	Highlights the connection between environment, home design, and cultural identity
Kazakh Attire	Investigating the cultural significance of clothing	Emphasizes the role of traditional dress in maintaining cultural identity
Cultural Preservation	Advocating for the documentation of disappearing cultural practices	Calls for the urgent need to preserve intangible cultural heritage

In conclusion, Ozbekali Zhanibekov's work has made significant contributions to the study and preservation of Kazakh material and spiritual culture. His research on traditional crafts, ornamentation, folk architecture, and national attire provides a comprehensive understanding of Kazakh cultural heritage and its importance in the context of modern society. O.Zhanibekov's efforts to document and preserve these traditions are crucial for maintaining a connection to Kazakhstan's past while ensuring that future generations can appreciate and build upon this rich cultural legacy.

Additionally, his in-depth analysis of the symbols and meanings behind traditional patterns and designs has added a new dimension to our understanding of the Kazakh worldview, spirituality, and values embedded in material culture. His work emphasizes the link between art and identity, highlighting the ways in which craftsmanship serves as a reflection of social structure, historical experiences, and the environment. His study of national attire, for example, demonstrates how traditional clothing is not only a practical need but also a form of cultural expression and identity, woven with the narratives of the Kazakh people.

Furthermore, O.Zhanibekov's engagement with folk architecture has contributed to the

preservation of architectural traditions that might otherwise be lost in the face of urbanization and modernization. By documenting these aspects of Kazakh life, he has created a crucial archive that will serve as an educational tool for future generations to understand the cultural roots of their heritage.

His contributions have had a lasting impact on the fields of ethnography, cultural studies, and heritage preservation, and his work remains an invaluable resource for researchers, educators, and cultural practitioners in Kazakhstan and beyond. Through his dedication, O.Zhanibekov has ensured that Kazakhstan's cultural traditions are not only preserved but also recognized as an integral part of the nation's identity and a source of pride for future generations.

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UDC 81'23

MEMOIR-BIOGRAPHICAL WORKS AND THEIR TRANSLATION FROM ENGLISH TO KAZAKH: LEXICAL FEATURES

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Түйін

Зерттеу жұмысында ағылшын тіліндегі мемуарлық-биографиялық мәтінге, атап айтқанда оның лексикалық сипаттамаларына назар аударылады. Бұл зерттеудің мақсаты – мемуарлық-өмірбаяндық мәтінге тән белгілерді, лексикалық өлшемді (шығармашылық өмірбаян мазмұнынан туындайтын) анықтау және жүйелеу. Мұндай шығармаларды ағылшын тілінен қазақ тіліне аудару да қарастырылуда. Мемуарлық-биографиялық шығармалардың лексикалық сипаттамалары мен аударма мәселелері олардың мағыналық атрибуттарымен тығыз байланысты: хронологияның дәлдігі мен маңыздылығы мәтінге ұйымдарды білдіретін аббревиатураларды енгізуді талап етеді; сипатталған кезеңге қатысты компаниялардың, тиісті терминологияның, сандық деректердің және күндердің болуы; Субъективизм эмоционалды бағалау лексикасын және экспрессивті әдістерді қосуды қамтиды. Ретроспективтілік және тарихшылдық талданады – терминдердің таралуы – өзектілігі, бұрынғы құбылыстар, атаулар мен атаулар (жеке, географиялық және т.б.), ескіріледі.

Кілт сөздер: естеліктер, өмірбаян, өмірбаян, мемуарлық әдебиет, ағылшын тілі, аударма.

Аннотация

В центре внимания исследования находится мемуарно-биографический текст на английском языке, в частности его лексические характеристики. Целью данного исследования является выявление и организация характеристик мемуарно-биографического текста, лексическое измерение (вытекающее из содержания творческой биографии). Также рассматривается перевод таких произведений с английского на казахский язык. Лексические характеристики и проблемы перевода мемуарно-биографических произведений неразрывно связаны с их семантическими атрибутами следующим образом: точность и значимость хронологии диктуют включение сокращений, представляющих организации в тексте; наличие компаний, соответствующей терминологии, числовых данных и дат, относящихся к описываемому периоду; субъективизм предполагает включение эмоционально оценочной лексики и выразительных приемов. Ретроспективность и историзм – распространение терминов – актуальность, предыдущие явления, имена и названия (личные, географические и т. д.), которые могут включать устаревание.

Ключевые слова: мемуары, автобиография, биография, мемуарная литература, английский язык, перевод.

Memoirs and autobiographical works have gained such popularity nowadays that writers, journalists, and sociologists frequently employ this designation, which is far from a novel literary genre or "modern trend" [1]. Simultaneously, researchers have observed that although there is a societal demand and popularity for this genre of work, which enables recipients to uncover the past and comprehend their own lives through the narratives of others, the theory of memoir-biographical prose remains nascent [2, 60]. The translation of memoirs and autobiographical texts differs from both the translation of fictional works, which may initially appear similar and from translation in general.

The translator frequently confronts intertextuality inherent in memoir-biographical language, despite the relatedness of scientific (popular science), journalistic, official business, and conversational styles, which typically involve mixtures of diverse types. The significance of studies focused on the linguistic characteristics of memoir-biographical writings and their translation appears to be grounded in both scientific and social contexts.

Materials and Methods

Memoir-type texts are non-fiction works characterized by the subjective and fictionalized actions of the narrator, emerging from contemplations of the past, wherein actual reality is depicted rather than fabricated events. The author reconstructs past experiences, implicitly assuring the recipient of the text's authenticity. Narration of facts and circumstances the subject of this investigation was the publication by Pat Williams and Jim Denny titled "How to Be Like Walt: Capturing the Disney Magic in Every Day of Your Life" [3]. The document the original was juxtaposed with the translation performed by T. Platonova [4]. The research employs theoretical analytical methodologies, contextual analysis, language observation and description, comparative analysis and categorization, and continuous sampling.

Results

The following generalizations are made possible by the examination of scholarly literature on pertinent subjects:

1) Memoir-biographical writings are produced at the nexus of journalistic, artistic, and scientific styles, and the importance of each principle varies depending on the particular work.

2) the primary traits of memoir-biographical works: intertextuality based on earlier texts from specific eras the significance of chronology and the presence of the author's chronotope (the unity of time and space), retrospectivity and historicism, a blend of subjectivity and factuality, and so on.

The analyzed text features a substantial number of actual and prior phenomena. Memoirs and biographical writings reflect the national character of a specific age. For instance, knowledge of onomastic principles in the writings of P. Williams and J.Denny enables the reader to get acquainted. National characteristics of the USA from the 1900s to the 1960s, prominent people in art and culture, cinematic characters. The primary property of antecedent phenomena is their worth, whether emotional or cognitive, and their capacity to evoke connections with specific facts from an individual's cognitive framework; in contrast, while truths possess cognitive significance, they lack inherent value [5, 81-82]. Utilizing the continuous selection approach, a relevant language unit was extracted from the analyzed biography. Let us provide examples. Mickey brought cheer and hope to a world falling under the shadow of the Great Depression – *Микки Ұлы Депрессияның көлеңкесінде қалған әлемге қуаныш пен үміт әкелді.*

Mickey (Mickey Mouse – *Микки Маус*) – is the character from the film by W. Disney that established a foundation for universality by the filmmaker.
The recognition, now widely known and iconic, is categorized as prior phenomena that influence cultural, literary, and historical memory. The Great Depression refers to the global crisis from 1929 to 1939, particularly associated with the economic downturn in the United States and the year 1930 in particular.

…Gettysburg Address – …*Геттисбург мекен-жайы,* delivered by Abraham Lincoln, the

sixteenth president of the United States, is one of the most renowned oratorical masterpieces.

Tomorrowland was an even bigger nightmare than Fantasyland – *Ертеңгі жер құрылысшылар үшін Қиял елінен де үлкен қорқынышты түске айналды.*

The names of the renowned attractions in Disneyland amusement parks should also be acknowledged precedent phenomena. The translator records the term *Tomorrowland* and presumes it to be *Fantasyland.*

The structures comprised New Jersey laboratory of Thomas Edison, the Ohio bicycle shop where the Wright Brothers built the first airplane, and the Connecticut home of dictionary publisher Noah Webster – *Бұлар Томас Эдисонның Нью-Джерсидегі зертханасы, ағайынды Райттар өздерінің алғашқы ұшағын құрастырған Огайодағы велосипед дүкені және атақты лексикограф Ноа Вебстердің Коннектикуттағы бұрынғы үйі болды.*

In this context, the translator transcribes anthroponyms (e.g., Wright Brothers, Noah Webster) and toponyms (e.g., Ohio, Connecticut). The case also illustrates the translation of the *New Jersey ergonym Thomas Edison's laboratory* through observation and transcribing.

Transcription and transliteration are, undoubtedly, the predominant techniques of communicating accuracy and previous phenomena (45% of the identified instances). No instances of assimilation or descriptive translation were identified. To attain adequacy, the translator employs unconventional transmission methods, including calque (22%), translation explanation (16%), and hybrid translation (13%). When translating several proprietary names anthroponyms, toponyms, and ergonyms that are familiar to the receivers of the original material but unfamiliar to the Russian-speaking audience, the translation is provided as an explanatory reference or employs a hybrid translation approach. In 4% of instances, there is a transposition of terms in the Latin translation text, such as: Knott's Park Berry Farm; Buena Vista Park, Casey's Little Circus Train; Walt Disney Production; Western Publishing House and Lithography, Little Golden Books Series, Toad Ride, Kansas City Star Newspaper [6, 83]. The memoir-biographical work presents the documentary and factual elements in a genuine manner. Historical facts and occurrences. In this context, chronology holds significant importance:

On November 13, 1940, Walt Disney premiered... – *1940 жылы 13 қарашада премьерасы өтті...*

Bob Gurr joined Disney in 1955. – *Боб Гурр студияға 1955 жылы қосылды.*

Dates and numerical information are converted into unequivocal representations. In memoir-biographical works, specificity and factual accuracy are paramount. Consequently, specifically, the incorporation of terminological units into the text. The analyzed text includes terminology pertinent to the domains of culture and cinematography [7]. Nevertheless, it remains deficient in specialized terminology, as it is designed for the broad audience rather than industry specialists.

A significant proportion of terminology (63%) are translated into their Russian equivalents (for instance, ink department – бояу цехы, inker-painter – бояушы, inbetweener – фазовщик), and considering the broad audience of the book, the translator frequently includes a translation remark for clarification. The direct borrowing of the phrase (in combination) occurs in around 19% of instances.

Provide commentary on the translation, for instance, Disneyana (many artifacts related to the Disney corporation). Furthermore, when translating terms with equivalent frequency (in 9% of instances), a modification of components is employed within the attribute group. Specifically, the term Walt's "Nine Old Men" coined by W. Disney for the nine distinguished animators who constituted the core of Walt's studio was rendered as *«Диснейдің тоғыз қарт адамы».*

In this instance, the noun (the name Walt in the possessive form) is substituted by an adjective derived from the surname: Walt – Disney, and transcription (visualizer – visualizer; however this term has a synonym: visual, visualizer). The utilization of abbreviations and acronyms in the text enhances information density. In Kazakh, they are conveyed, specifically, by analogous abbreviations: TV – ТВ, UN – ООН, UNICEF - ЮНИСЕФ. In several instances, the translator expands the abbreviation and uses the complete name rather than the shortened form, utilizing generalizing, descriptive translation. MS – Mississippi, LA – Los Angeles. CalArts – California

Institute of the Arts, UCLA – University of California, Los Angeles, CEO – Chief Executive Officer. However, the translator frequently opts to adopt the abbreviation directly from English or use the complete name in English. VIP – VIP, NBC and CBS – NBC and CBS, GM – General Motors, MGM – Metro-Goldwyn-Mayer, WED – WED Enterprises (a private entity of W. Disney), UA – United Artists / UA (an American film and television studio owned by MGM), EPCOT – EPCOT (the futuristic city designed by W. Disney), etc.

The narrative predominantly employs the third person, characteristic of autobiographies; however it has digressions into the first person, whereby the author's perspective is articulated. The biographer's "I" is distinctly apparent, particularly in the message inside the book regarding the use of W. Disney's teachings and example for personal enhancement: Consequently, I authored a book about emulating Walt. The more I acquire knowledge, the greater my desire to emulate Walt becomes [8, 53].

Consequently, I authored a book about emulating Walt. The more I discover about him, the more my desire to emulate him becomes. Presented here is a refined and meticulous biography crafted with profound respect for its subject. The authors have diligently curated the material and thoughtfully evaluated the testimonies, aiming to portray the director's character as comprehensively as possible while openly expressing their deep admiration for his milieu and time period. Biographers employ tropes, figures of speech, and connotative language [9,10]. Expressive techniques and emotionally evaluative terminology assist in diverting the reader from the mundane existence and routine of the future young animation prodigy to the creative exploration of a distinctive individual and his artistic accomplishments [11, 75]. Consequently, the examined biography distinctly demonstrates that in the memoir-biographical text, factual subjectivity and emotionality seamlessly intertwine. Identify expression at the lexical level. Let us provide few instances.

Metaphors and personification: Her warmth brightened the Disney home… – *Оның жан жылуы Диснейдің үйін жылытты;* Wade out into the depths of this life and meet it on your own terms. – *Өмірге бірінші сүңгіңіз, бірақ жүзуге тырысыңыз өз ережелеріңізге сәйкес;* Accept the pain of the past. – *Өткеннің азабымен келісіңіз.*

Epithets: He spoke with heartbreaking candor...–*Таңғаларлық ашықтықпен сөйледі...;* Unfailing optimism was central to the personality of Mickey Mouse... – *Таусылмас оптимизм Микки Маустың басты қасиеті болды...*

The translator often transmits the pragmatic substance of the text, conserving tropes and employing constant or contextual correspondences, along with changes such as addition, clarification, generalization, substitution, and semantic development.

Consequently, based on the findings of this study and the primary attributes outlined in the literature, it is feasible to generalize the lexical elements intrinsic to memoir-biographical texts, which are inherently linked to these attributes.

1) At the lexical level, factuality and correctness are conveyed by the inclusion of descriptive terminology in the text. The actions of the biographical protagonist, considering the prevalent public sentiment and avoiding excessive saturation for the memoir and biographical literary reader, together with acronyms representing well-known firms and organizations during the period of description. Typically, acronyms and phrases are provided in their Russian corresponding units. If the translation is inappropriate and incomprehensible to a native speaker, terms and abbreviations are directly extracted from the original text (in such instances, the translated text includes words and abbreviations in Latin or full names in English) or are elucidated with explanatory translations provided.

2) Given that the author's "I" is the focal point of the memoir-biographical text, the factual content is intertwined with a degree of subjectivity, resulting in the utilization of expressive methods and a significant employment of emotional-evaluative terminology.

3) Due to the retrospective and historical characteristics of memoir-biographical works, the significance of chronology and the authors' dependence on factual information, the cognitive aspect of memoir texts is conveyed through numbers, dates, and numerical data, as well as names and

positions (personal, geographical, organizational, etc.), which represent objective reality. Ideally, they are rendered into unequivocal comparable correspondences. Owing to the retroactive aspect of the narrative, certain language units may be obsolete. In collaborating with them, the translator must seek out antiquated personal communication, since the language elements that establish a historical tone must be maintained in the translation, avoiding any modernity. This is characteristic of memoir genre works.

4) In a memoir-biographical work, the significance of authentic words and antecedents is substantial. A composition that constructs a chronological and socio-cultural framework for a realistic tale, grounded in the ideals of a specific age.

All of the aforementioned necessitates substantial preliminary efforts, which should the translator must prepare before to commencing the translation. It entails acquainting oneself with the period through several sources, formulating his own conception of the protagonist's character as shown in the book, whether memoirist or biographical. To accurately comprehend the realities, precedents, and terminology, it is essential to utilize not only language translation and terminological dictionaries but also relevant literature, including specialist texts, and online resources. The translation commentary holds significant importance in the translation of a memoir-biographical work due to its unique characteristics. The genre alignment of the original text. The translator utilizes comments to enhance the informational scope of the culture and history of the pertinent time.

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UDC 81'23

THE USE OF ARTIFICIAL INTELLIGENCE IN LITERARY TRANSLATION: OPPORTUNITIES AND LIMITATIONS

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Түйін

Аудармашы көркем мәтінді аудару стратегиясын анықтауы керек. Көркем аударманың негізгі екі әдісі – отандықтандыру (шетел тілінің мәдениетіне бейімделген аударма) және шетелдену

(автордың стилі мен болмысын сақтайтын және оқырманды басқа мәдениетке батыратын аударма). Зерттеу туындының көркемдік-эстетикалық ерекшелігін сақтау үшін аудармашы бар стратегияларды біріктіруі керек екенін көрсетті.

Кілт сөздер: көркем аударма, көркем мәтін, аударма стратегиялары, отандықтандыру, шетелдену.

Резюме

Переводчику необходимо определить стратегию перевода художественного текста. Двумя основными методами художественного перевода являются доместикация (перевод, который адаптируется к культуре иностранного языка) и форенизация (перевод, который сохраняет стиль и реалии автора, а читателя погружает в другую культуру). Исследование показало, что, чтобы сохранить художественную и эстетическую уникальность произведения, переводчику следует комбинировать существующие стратегии.

Ключевые слова: художественный перевод, художественный текст, стратегии перевода, доместикация, форенизация.

This study explores the role of Artificial Intelligence (AI) in literary translation, examining its effectiveness, limitations, and pedagogical potential. Applying a mixed-method approach, including tool-based analysis and student-focused tasks, the research investigates how AI, particularly neural translation systems and large language models, can contribute to translating literary texts. The findings reveal that while AI facilitates vocabulary choice and stylistic variation, it falls short in handling cultural nuances and emotional depth. The study concludes by emphasizing the importance of combining AI literacy with human creativity and cultural competence in translator training.

Artificial Intelligence has rapidly become an integral tool in various domains of translation, from technical to audiovisual. However, its role in literary translation remains underexplored and debated. Literary texts often involve metaphor, intertextuality, emotional subtext, and cultural specificity, challenging even human translators.

With the advent of tools like DeepL, Google Translate (NMT-based), and ChatGPT, translators now have access to high-performing machine outputs. This paper aims to address these questions by conducting an empirical and theoretical investigation into AI's role in literary translation and proposing an updated perspective on the human-machine relationship in the creative domain of translation [1].

The literary translator has traditionally been seen not as a technician, but as a re-writer, an interpreter, and a mediator between cultures [2]. With the rise of advanced AI systems like ChatGPT and DeepL, questions about the future of literary translation have become more urgent. Can machines understand metaphor? Can a neural network replicate poetic rhythm or irony? Most importantly, what happens to the human translator's voice in this process?

Rather than framing AI as a threat, this paper proposes a more nuanced inquiry: How does the use of AI in literary translation shift the dynamics of creativity, authorship, and responsibility?

This study employed a mixed-methods research design that integrated both qualitative and empirical approaches. The core aim was to investigate how Artificial Intelligence (AI) can assist or hinder the literary translation process, with particular focus on accuracy, creativity, and user perception. Three main components were included in the methodology: (1) analysis of AI-generated translations, (2) student-based translation tasks, and (3) feedback collection via surveys and group discussion. The central focus was on the process of literary translation assisted by Artificial Intelligence (AI), as well as on students' perceptions of the effectiveness and limitations of such tools. The methodological framework combined AI-generated translation analysis, hands-on translation tasks completed by students with and without AI support, and post-task surveys and discussions to capture subjective evaluations of usefulness, creativity, and reliability.

The participants were twenty senior undergraduate students majoring in Translation Studies at a leading university in Kazakhstan.. All participants had foundational skills in translation technologies, including the use of CAT tools such as Trados and prior exposure to AI-based systems like DeepL and ChatGPT. The group was intentionally selected to reflect an intermediate-

to-advanced level of translation competence combined with emerging technological literacy. This group was considered representative in terms of both technical readiness and critical awareness of emerging translation technologies. The research involved twenty senior undergraduate students majoring in Translation Studies at a major university in Kazakhstan

Three literary texts were selected for the experiment, each differing in genre, style, and degree of cultural embeddedness. The first text was a contemporary poem marked by a distinct authorial voice, rhythm, and metaphorical language. The second was a prose excerpt from a 19th-century novel, featuring complex syntax and archaic vocabulary. The third consisted of a culturally rich dialogue from a piece of modern fiction, characterized by colloquial expressions and context-specific references. This variety allowed for a thorough evaluation of the potential and limitations of AI tools across different literary contexts [3].

Each participant completed translations in three phases. First, they translated the texts manually without the use of any digital tools. Next, they used the DeepL platform to translate the same texts, considering the machine-generated output. In the final phase, they interacted with ChatGPT (based on the GPT-4 model), formulating their own prompts with optional input about style, audience, and target context. This staged approach enabled comparative analysis of final outputs and insights into translation strategies influenced by different AI systems.

Upon completing all translation tasks, students were asked to fill out a questionnaire assessing the perceived quality, stylistic adequacy, and creative potential of each method. In addition, a group discussion was conducted in the format of a focus group, during which participants shared their observations and critical reflections on the integration of AI in literary translation. This allowed for a deeper understanding not only of the technical aspects of AI-assisted translation, but also of the cognitive, emotional, and ethical responses of future translators to the increasing role of artificial intelligence in their profession.

Three distinct literary texts were chosen to reflect a wide spectrum of linguistic, cultural, and stylistic complexity. This variety enabled the researchers to assess AI performance across multiple text types and genres. A summary of the materials is presented in Table 1.

Table 1. Overview of Selected Literary Texts

Text Type	Source	Main Features	Translation Challenges
Contemporary Poem	Modern Kazakh author	Rhymed structure, metaphor, free verse	Rhythm, imagery, symbolic layers
19th-Century Prose	Classic Russian literature	Archaic syntax, historical context, long sentences	Style preservation, lexical adaptation
Modern Fiction Dialogue	Western novel (English)	Slang, humor, culturally embedded expressions	Idiomatic translation, cultural equivalence

Procedure. Students were instructed to translate each of the three texts in three different modes:

1. Manual Translation – without the aid of any digital tools;
2. Machine Translation with DeepL – students reviewed and revised the AI output;
3. Interactive Translation using ChatGPT (GPT-4) – students used prompts to tailor the translation style, target audience, or clarify difficult segments.

Each translation round was conducted independently, allowing participants to reflect on differences in workflow and outcome. This process is outlined in Table 2.

Table 2. Translation Workflow Phases

Stage	Activity	Tool Used	Student Role
Phase 1	Manual translation	None	Independent linguistic decision-making
Phase 2	Post-editing DeepL output	DeepL Translator	Evaluation, correction, and adaptation
Phase 3	Creative interaction with AI model	ChatGPT (GPT-4)	Prompting, interpretation, revision

After all three translation phases were completed for each text, students participated in a feedback round. They filled out a detailed questionnaire evaluating the translation quality, creative output, and usability of each tool. Items included Likert-scale statements and open-ended prompts. To complement the survey data, a focus group discussion was conducted, encouraging students to reflect on how the tools influenced their cognitive strategies, emotional engagement, and confidence in producing literary-quality translations. The integration of quantitative (questionnaire data) and qualitative (focus group insights) elements allowed for a more comprehensive understanding of AI's current and potential role in literary translation education.

The integration of artificial intelligence tools into literary translation tasks revealed both measurable benefits and identifiable limitations. A total of 20 senior undergraduate students participated in the experiment. Each completed three translation tasks one manually, one using DeepL, and one using ChatGPT. Their outputs were evaluated based on structural accuracy, stylistic fidelity, and cultural adequacy, followed by a survey to assess user experience.

In terms of efficiency, 90% of participants reported that AI tools significantly reduced the time required to produce a first draft. On average, translations using DeepL were completed in 40% less time compared to manual versions, while ChatGPT-assisted translations were 30% faster. Students highlighted that the AI tools were particularly useful in managing sentence complexity and resolving structural ambiguity.

When evaluating stylistic quality, manual translations were rated highest by peer reviewers for creativity and tone. In a blind peer assessment, 65% of students identified manual versions as the most emotionally expressive, particularly in the poetry task. However, only 45% of manual translations maintained consistent terminology across the text, whereas 80% of DeepL translations and 70% of ChatGPT translations showed strong lexical cohesion.

Regarding cultural accuracy, 60% of students felt that ChatGPT provided more context-aware suggestions, especially when prompts included details about the target audience or tone. However, both AI tools occasionally rendered culturally specific metaphors literally or omitted them entirely. In the case of a culturally marked dialogue, 75% of students preferred their own manual translation over the AI-generated versions due to its authenticity and fluency.

Survey responses indicated that 85% of students considered AI tools a helpful starting point, but only 30% said they would trust an AI-generated translation without further revision. The most common AI-related issues reported were literal translation of metaphors (noted by 70% of participants), inconsistent tone (55%), and awkward phrasing in poetic texts (60%).

These findings are summarized in the table below:

Aspect	Manual Translation	DeepL	ChatGPT
Avg. Completion Time	100% (baseline)	60% of baseline	70% of baseline
Stylistic Accuracy (rated)	65% high	40% moderate	55% high
Terminological Consistency	45% consistent	80% consistent	70% consistent

Cultural Adequacy	75% preferred	35% adequate	60% preferred
Trust Without Editing	—	25%	30%

The results clearly indicate that a hybrid method AI-generated drafts followed by human post-editing produced the most effective and well-rounded translations. This approach balanced the speed and structure offered by AI with the emotional sensitivity and cultural insight only human translators could provide. As students became more experienced with prompt formulation and output evaluation, their ability to integrate AI meaningfully into their workflow improved.

In conclusion, artificial intelligence significantly supports the translation process by enhancing speed and structure, but the final responsibility for quality, meaning, and nuance still lies with the human translator. The study confirms the pedagogical value of incorporating AI tools into translation training, provided they are used critically and reflectively.

The results of the study highlight the complex but increasingly complementary relationship between artificial intelligence and human creativity in the field of literary translation. While AI tools such as DeepL and ChatGPT demonstrate remarkable utility in enhancing translation speed, improving structural accuracy, and supporting lexical consistency, they remain limited in their capacity to convey cultural depth, emotional tone, and stylistic nuance. These limitations are especially pronounced when dealing with poetic texts or literature embedded with culturally specific references.

The experiment confirmed that students could benefit significantly from the strategic use of AI, particularly when it is framed as a support system rather than a replacement. Many participants reported that AI helped them organize their thoughts, explore alternative phrasing, and approach translations from multiple angles. At the same time, the very act of comparing their manual work with AI outputs encouraged reflective editing and critical linguistic analysis skills that are fundamental to professional translation training.

Furthermore, the use of ChatGPT offered students a unique opportunity to engage with machine-generated suggestions interactively. This interactivity empowered them to shape the output according to the demands of context, register, and audience. However, prompt formulation emerged as a crucial factor: vague or overly general prompts often resulted in inaccurate or generic translations, while specific, context-aware instructions led to richer and more faithful outputs. This suggests that developing “prompt literacy” may become a valuable component of future translation pedagogy.

An equally important pedagogical insight was the risk of overreliance on AI. Although students appreciated the speed and support AI provided, some tended to skip deeper textual analysis when using AI tools from the outset. This points to the need for careful instructional design that balances technological integration with the reinforcement of core linguistic, interpretive, and cultural competencies.

In sum, AI technologies are reshaping the translator’s role not by diminishing human contribution, but by shifting its focus. The future literary translator is not only a linguistic mediator but also a post-editor, prompt designer, and cultural curator who must be adept at navigating the intersection between machine efficiency and human sensibility.

This study underscores the evolving role of artificial intelligence in literary translation and its growing presence in translator education. While AI cannot replicate human judgment, intuition, or cultural sensitivity, it serves as a powerful ally in accelerating the translation process, providing linguistic scaffolding, and stimulating creative exploration.

The findings suggest that the most effective approach is a hybrid one, where AI tools are used to generate first drafts or explore stylistic alternatives, followed by human-led refinement and cultural adaptation. This method not only enhances translation quality but also reinforces student awareness of stylistic and semantic complexity [4, 5].

For translation programs, this means moving beyond the binary view of AI as either threat or solution. Instead, educators should embrace AI as an evolving tool that, when combined with

critical thinking and linguistic expertise, can expand the horizons of both teaching and practice. Preparing students for this future involves not only technological literacy but also a renewed emphasis on editing, cultural interpretation, and ethical engagement with machine-generated content.

As AI continues to transform the translation landscape, the human translator's role becomes even more essential not as a passive editor of machine output, but as an active agent shaping meaning, preserving voice, and conveying cultural nuance across languages.

Artificial Intelligence is not (yet) capable of replacing the literary translator but it is changing the way we approach translation as a creative act. While machines can assist in generating drafts and suggesting alternatives, the task of crafting meaning, preserving voice, and conveying cultural nuance remains deeply human [6]. AI should be viewed not as a rival, but as a tool that expands the translator's repertoire. With thoughtful integration, it can become part of a new collaborative model of literary translation one that challenges traditional boundaries and redefines creativity itself.

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UDC 81'23

CHARACTERISTICS OF TRANSLATING SATIRICAL FANTASY FROM ENGLISH TO KAZAKH

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Түйін

Бұл мақалада сатиралық шығармаларды ағылшын тілінен қазақ тіліне аудару қарастырылған. Сатиралық әдебиетті аудару аудармашыдан терең түсінік пен тәжірибені талап етеді. Зерттеуде сатиралық мәтіндерді аудару белгілі бір сапаларымен ерекшеленетін аударма жұмысының ерекше түрі деген қорытындыға келеді. Әзіл сияқты күрделі тақырыпты аудару аудармашыдан екі тілді де кәсіби меңгеруді ғана емес, екі ұлттың мәдени-әлеуметтік жағдайын да түсінуді талап етеді. Кез келген тілдегі сатиралық әдебиет ең алдымен ана тілінде сөйлейтіндерге арналған және басқа ұлттың мәдени контексті мен әлеуметтік шындығын көрсетеді. Күлкілі шығармаларды ағылшын тілінен орыс тіліне аударуда мәнерлілікті арттыру – бұл процестің негізгі аспектісі. Қазақ тілінің ағылшын тіліне қарағанда эмоционалдық қарқындылығы жоғары екенін ескерсек, әзіл-оспақ анық берілуі үшін аудармашы сатираны аудару кезінде эмоционалды әсер ететін тіркестер мен сөз тіркестерін қолдануы керек.

Кілт сөздер: сатира, аударма трансформациясы, фантазия, стильдік құрал

Аннотация

Рассматривается перевод сатирических произведений с английского на казахский. Перевод сатирической литературы требует от переводчика глубокого понимания и опыта. В исследовании делается вывод о том, что перевод сатирических текстов является особой формой переводческого труда, характеризующейся определенными качествами. Перевод такой сложной темы, как юмор, требует от переводчика не только профессиональных знаний в обоих языках, но и понимания культурного и социального контекста двух наций. Сатирическая литература на любом языке в первую очередь предназначена для носителей языка и отражает культурный контекст и общественную реальность другой нации. Повышение выразительности при переводе

юмористических произведений с английского на русский является основным аспектом процесса. Учитывая, что казахский язык обладает большей эмоциональной интенсивностью, чем английский, переводчик должен использовать эмоционально вызывающие фразы и выражения при переводе сатиры, чтобы обеспечить яркую передачу юмора.

Ключевые слова: сатира, переводческая трансформация, фэнтези, стилистический прием

Translation is a complicated and comprehensive kind of connection among individuals. Translating a work into languages encompasses a confluence of many cultures, realities, and historical periods. Fantasy translators employ same translating techniques and lexical modifications. Nonetheless, they possess another critically significant responsibility: to maintain comedy in the translation while adjusting it to the cultural context of the Russian-speaking audience and the grammatical standards of the Russian language. All satirical works in English are inherently crafted for individuals from different cultures, therefore reflecting the cultural context of another society, which poses challenges for the translator. Satire must retain its severity, accusatory tone, and humor for Russian readers as it does for English ones. The translator must align the comedic devices employed to generate satire with the grammatical conventions of the Russian language. The objective of the research is to examine the characteristics of translating satirical writings from English to Kazakh, utilizing Margarita Yurkan's translation of Terry Pratchett and Neil Gaiman's novel "Good Omens". A literal translation fails to capture the intricacies of subtle humor and sarcastic literature. A translator frequently must logically extend the author's ideas through semantic progression.

1) *The Recording Angelwon't have any misfortune with me, my life must have been dittoes on every page for years* [3].

Жақсылық пен жамандықты жазатын періште менімен еш қиындық көрмейді, өйткені менің өмірімнің барлық беттерінде былай деп жазылған: "See above" [4].

2) The little alien walked past the car. «CO2 level up 0.5 percent», it barked, giving him a significant gaze. *"You do know you could find yourself charged with being a dominant species while under the influence of impulse driven consumerism, don't you?"* [3].

Екінші кішкентай бөтен планеталық Васабидің жанынан өтті. «CO2 деңгейі 0,5%-ға көтерілді», - деді. ол Ньютке мәнді қарады. – Сіз тіпті бұл қылмыстық іс екенін білесіз бе? «Тұтынушылықтың кең таралған жағдайында планетада үстемдік ету» [4].

The sarcastic impact of the translation is amplified by the semantic evolution, as seen in instances (1) and (2).

3) *Anathema Device; her mother, who was not a good student of religious matters, chanced to read the expression one day and thought it was a nice namefor a girl; was eight and a half years old, and she was reading The Book, under the bedclothes, with a torch* [3].

Анафеме Гаджет («Не деген керемет есім!» Дін істерінен хабары жоқ анасы) сегіз жарым жаста еді. Көрпенің астына тығылып, қол шамымен қаруланған ол Кітапты оқыды [4].

In example (3), the translator animated the depiction and powerfully conveyed the comedic portrayal of the mother by substituting the author's words with actual speech. The translator maintained the comedic aspect through semantic evolution and alterations in phrase structures in instances (1)–(3). In translating literature that includes satire, the translator frequently must alter the sentence structure to maintain the sarcastic impact. For instance, it is widely recognized that passive formulations are more prevalent in English than in Kazakh; thus, they ought to be translated into the active voice, as seen in example (4).

(4) *A lot of phenomena: battles, epidemics, unexpected audit have been advanced as evidence for the hidden hand of Satan in the affairs of Man, but whenever students of demonology get together the M25 London orbital motorway is generally agreed to be among the top contenders for Exhibit A [3]*

Шайтанның адам істеріне жасырын басып кіруінің дәлелі жеткілікті: соғыстар, оба індеттері, кенеттен салық тексерулері ...Дегенмен, барлық демонология мамандары

бірауыздан мойындайды: Лондонның М25 айналма жолы №1 дәлел [4]

As previously said, satire is a highly intricate phenomena. The translator must employ alternative imagery to preserve the intended effect in the translation. Consequently, interpreting sarcastic excerpts sometimes necessitates a thorough reevaluation.

(5) The way Newt looked at it, it was like being in one of those organizations like the Sealed Knot or those people who kept on refighting the American Civil War. It got you out at holidays, and meant that you were keeping active fine old customs that had made Western civilization what it was today [3].

Ал Ньюттің пікірінше, Witchfinder армиясы тарихи реанимация клубы немесе толкиенистер жиналысы сияқты көрінді. Көңілді демалыс және Батыс өркениетін бұрынғыдай етіп жасаған ескі әдет-ғұрыптарды қолдау [4].

Example (5) represents one of the more unconventional approaches of translating the complete text. This example illustrates the use of a comprehensive change, necessitating the utilization of terminology and idioms more aligned with the Russian language. Nevertheless, the name "Tolkienists" does not pertain to existence in Russia. This term emerged during the release of the trilogy by English author J. R. R. Tolkien, "The Lord of the Rings", and is utilized to denote enthusiasts of his literature. The inquiry emerges as to why the translator selected this specific image to maintain the sarcastic impact via a comprehensive change. This may occur from the following causes.

The authors assert that the translator's principal responsibility was a thorough reevaluation. For Russian readers, the term "war" is predominantly linked to the Great Patriotic War, evoking notions of grandeur and tragedy. Consequently, the humorous impact would have been overlooked had the depiction of conflict been maintained.

Secondly, the creator of this novel, Terry Pratchett, is recognized globally as a master of satirical fantasy. The Lord of the Rings trilogy is included within the fantasy genre.

The translator anticipated that Russian readers would get acquainted with "Tolkienists" following their engagement with Terry Pratchett's latest work.

(6) Nothing about him looked mostly demonic, at least by typical standards. No horns, no wings. Admittedly he was listening to a Best of Queen tape, but no assumptions should be drawn from this because all tapes left in a car for more than about a fortnight metamorphose into Best of Queen albums. No particularly demonic thoughts were going through his head. In fact, he was currently wondering vaguely who Moet and Chandonwere [3].

Оның сыртқы түрі, ең болмағанда, классикалық стандарттар бойынша, әсіресе жын-шайтандық емес еді: мүйіздер де, қанаттар да жоқ. Иә, ол Королеваның таңдаулы әндерін тыңдады, бірақ қорытындыға келудің қажеті жоқ: екі апта бойы көліктің қолғап бөлігінде жатып, кез келген кассета «Патшайымның ең жақсысына» айналады. Ешқандай жын ойлары жоқ - Кроули Фреддидің Никита Сергеевич Хрущев туралы не ойлайтынын анық білмеді [4].

To maintain the communicative-pragmatic dimension, the translator employs a complete transformation in example (6). The song by the band Queen explicitly references Nikita Sergeyevich Khrushchev. Moreover, although the English text pertains to an entirely different subject (Moet et Chandon is a renowned champagne brand, which is not particularly well-known in Russia, potentially hindering a Russian-speaking reader's comprehension of the comedic aspect), the translator has adeptly conveyed the essence of the episode, tailoring it for a Russian-speaking audience. This case illustrates the significance of translators of humorous works comprehending the socio-cultural reality of nations that utilize both languages. This work is sarcastic due to the authors' consistent usage of satirical elements throughout the narrative. Consequently, the translator must employ many translation procedures to maintain the pragmatic aspect of the work, rather than confining oneself to a singular way.

(7) «Now then, young masters and mistresses, do you see my battered old top hat? What a shocking bad hat, as you young'uns do say! And see, there's nothing in it. But bless my britches, who's this rum customer? Why, it's our furry friend, Harry the rabbit!" "It was in your pocket,"

pointed out Warlock. The other children nodded agreement. What did he think they were? Kids?

Aziraphale remembered what Maskelyne had told him about dealing with hecklers. "Make a joke of it, you pudding head and I do mean you, Mr. Fell" (the name Aziraphale had adopted at that time), "Make 'em laugh, and they'll forgive you anything!" "Ho, so you've rumbled my hat trick," he chuckled [3].

Сонымен, жас мырзалар мен ханымдар, менің ұрып-соққан ескі шляпамды көріп тұрсыз ба? Жастар: «Қандай сұмдық ескі қалпақ! Қараңызшы, ол мүлдем бос! Бірақ... қандай керемет! Бұл күдікті кейіпкер кім? Иә, бұл біздің жүнді досымыз Қоян ағамыз! «Бұл сіздің қалтаңызда болды», - деді Сиқыршы.

Қалған балалар бас изеп, келіседі. Ол оларды кім деп санайды? Миы жоқ сәбилер? Азирафал Маскелиннің жұртшылық күмәнданса не істеуге кеңес бергенін есіне алды: «Бәрін әзілге айналдырыңдар, Аспан Патшасының ақымақтары... Иә, иә, айтамын, Упалло мырза. - Ол кезде Азирафалдың аты еді. «Оларды күлдір, сонда олар саған бәрін кешіреді!» «Ха-ха-ха, мен қалпаққа отырдым» деп амалсыз күлді [4].

Example (7) exemplifies the translator's adept application of various translation techniques:

a) maintains the significance of "telling" names and surnames (Mr. Fel is rendered as Mr. Upallo, Harry as Brother Rabbit);

b) employs segmentation of statements and exclamatory sentences to convey expressive intonation (But bless my britches, who is this rum customer?). This is indeed a miracle! Who is this dubious individual?);

c) incorporates an emotionally charged term (mindless); d) employs a phraseological expression to articulate a statement (Ho, therefore I sat in a hat), while maintaining and amplifying the comedic aspect;

d) finalizes the translation of the excerpt by semantic elaboration. The translation of satirical literature from English to Russian is marked by heightened expressiveness. Russian possesses greater emotional depth than English; hence, while translating satire, the translator must employ emotionally evocative language and idioms to enhance the comedic effect. The translator must modify or maintain the sentence structure based on its impact on the conveyance of the humor.

Translating satirical materials from English to Russian is crucial, as the translator must effectively express the humor while preserving its vibrancy and ensuring that the content is not distorted or the comedic impact diminished.

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UDC 81'23

LITERARY TRANSLATION IN THE PARADIGM OF TRANSLATION STUDIES

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Резюме

Переводчику необходимо определить стратегию перевода художественного текста. Двумя основными методами художественного перевода являются доместикация (перевод, который адаптируется к культуре иностранного языка) и форенизация (перевод, который сохраняет стиль и реалии автора, а читателя погружает в другую культуру). Исследование показало, что, чтобы

сохранить художественную и эстетическую уникальность произведения, переводчику следует комбинировать существующие стратегии.

Ключевые слова: художественный перевод, художественный текст, стратегии перевода, доместикация, форенизация.

Түіндеме

Аудармашы көркем мәтінді аудару стратегиясын анықтауы керек. Көркем аударманың негізгі екі әдісі – отандықтандыру (шетел тілінің мәдениетіне бейімделген аударма) және шетелдену (автордың стилі мен болмысын сақтайтын және оқырманды басқа мәдениетке батыратын аударма). Зерттеу туындының көркемдік-эстетикалық ерекшелігін сақтау үшін аудармашы бар стратегияларды біріктіруі керек екенін көрсетті.

Кілт сөздер: көркем аударма, көркем мәтін, аударма стратегиялары, отандықтандыру, шетелдену.

A translator must have a strategy while translating artistic works. The translation of artworks may be accomplished using two primary ways. One tactic is domestication, wherein the translation is tailored to the cultural context of the target language, while the other method is foreignization, which involves the translator maintaining the author's style and authenticity, therefore immersing the reader in an alternative culture. The study indicates that a translator must integrate current methodologies to maintain the creative and aesthetic integrity of the work.

Translation scholars have been investigating translation procedures for several years. The quality of a translation mostly hinges on the translator's ability to properly diagnose the issues and implement the requisite modifications. Researcher I.S. Alekseev is among the pioneers to provide a distinct concept of translation strategy. The researcher posits that a translation strategy is "an algorithm of these actions consciously selected by the translator when translating a specific text (or group of texts)" [1].

The researcher delineates three primary phases in the formulation of a translation plan. The initial phase involves a preliminary study of the text, assessing its cognitive, operational, emotional, and aesthetic components. Text analysis include the collection of external facts on the text, identification of its source and receiver, examination of information composition and density, assessment of the communicative objective, and classification of the linguistic genre. The variable search is examined in the second step. The translator considers the text type and the translation dominants identified during the pre-translation analysis while seeking appropriate translation solutions. During the third step, a formal verification of the text is conducted, the consistency of the translated text's style is evaluated, and stylistic faults are rectified [1]. Researcher V.V. Sdobnikov expresses partial disagreement with this notion, asserting that it is inconsistent. He asserts that while the translation approach necessitates three phases, it is modified and enhanced at each phase. The researcher concludes that developing a translation strategy necessitates a certain course of action from the translator. The translation strategy has four components: situational perspective; goal formulation; forecasting; and planning.

The integration of these four parts constitutes the methodology employed by a translator in executing translation tasks. The researcher provides the subsequent definition derived from the detected elements: A translation strategy is a framework for executing translation tasks, grounded in the translator's overarching methodology for addressing a particular bilingual communicative context, shaped by the unique characteristics of that situation and the translation's objective, which subsequently influences the translator's professional conduct within that context. We believe this definition is the most informative and coherent.

The selection of strategy is contingent upon the objective confronting the translator. Three primary objectives can be discerned for the translation of literary materials.

Firstly, it is essential to familiarize the reader with the author's oeuvre. To accomplish this objective, the translator will endeavor to render the text in a manner that evokes the same artistic impression as intended by the original author. To prevent distracting the reader with new reality and to provide an accurate representation of the author's culture, the translator must "smooth out" national and cultural disparities.

Secondly, allow the readers to explore the characteristics of an alternative civilization. To execute this role, the translator must maintain and elucidate the facts included in the text. A translation of this nature may convey substantial information, although it will not impart the impression the author intended.

Thirdly, acquaint the reader with the topic of the piece. The translator may overlook cultural nuances, form, or substance; but, such a translation will not be deemed creative [3].

F. Schleiermacher's translation techniques embody the initial two objectives. The German scholar delineated two translation methods: rendering the author for the reader or rendering the reader for the author [4]. L.Venuti is a theorist who, in the early 1990s, established the notions of "domestication" and "foreignization", two contrasting tactics commonly employed in the translation of literature. This occurred because of the presence of such dualism.

The domestication approach facilitates the adaptation of foreign texts to align with the ideals of the target language culture. Consequently, the culture of the target language is emphasized, and the translation is thoroughly tailored to the reader, rendering the material "familiar" rather than "alien". The translator permits a more liberal translation, substituting historical and cultural events with analogous notions present in the target language's culture. This occurs when the translation compromises the phrasing of the source material. Consequently, the emotions are familiar to the reader, and the translated text is readily comprehensible.

L. Venuti emphasizes the notion of the translator's "invisibility". The translation appears more "transparent" to the reader, rendering its unoriginality less apparent due to the diminished presence of foreign components in the text. The more accessible the text is for the reader, the less prominent the translator becomes, while the author's presence is heightened. Consequently, the clarity of perception, the "transparency" of the translated text, and the "invisibility" of the translator are crucial elements of the domestication method [4]. When a translator choose a strategy, he may employ the following transformations: modulation, descriptive translation, specification, generalization, omission, among others.

The foreignization technique contrasts with domestication by maintaining the author's style and highlighting cultural elements of the source language text that are lacking in the target language culture, without modifying the source text for the reader. The cultural heritage and distinctive attributes of the original have been subtly altered, indicating that the work is representative of a different civilization.

The foreignization method more vividly reveals the translator's presence compared to the domesticated strategy. A text translated through foreign contexts generates "opacity" and "visibility" of the translator, resulting in the text being perceived not as an original, but as a translation. Transformations such as calque, transcription, and transliteration are employed in the foreignization strategy.

The two polar opposites that cannot be represented in translation in their unadulterated form are domestication and foreignization. The definitive stance taken by scholars in favor of specific strategies has sparked discussions over the optimal combination or use of different strategies in alignment with management objectives. Consequently, some studies contend that there exists an optimal approach wherein the translator endeavors to integrate both methodologies to function synergistically rather than in opposition. Translators employ a blend of domestication and foreignization to attain the "golden mean".

Consequently, the primary objective of the translation strategy for a literary piece is for the translator to organize his endeavors. In formulating a translator's strategy, it is essential to identify the attributes of the original text that are to be emphasized and presented with precision. Domestication and foreignization are the predominant tactics in literary translation, however both approaches remain contentious.

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UDC 81'23

ANALYSIS OF OZBEKALI ZHANIBEKOV'S CONTRIBUTIONS TO THE MATERIAL AND SPIRITUAL HERITAGE OF THE KAZAKH PEOPLE: A SCIENTIFIC PERSPECTIVE

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Түйіндеме

Бұл мақалада Өзбекәлі Жәнібековтің қазақ халқының материалдық және рухани мәдениетіне қатысты еңбектері терең ғылыми талдауға алынады. Өзбекәлі Жәнібековтің зерттеулері қазақ халқының этнографиялық, тарихи және мәдени мұраларын жүйелі түрде зерттеп, қазақ мәдениетінің ерекшеліктерін, құндылықтарын анықтауға бағытталған. Мақалада автордың ғылыми еңбектерін талдай отырып, оның қазақ қоғамының мәдени дамуы мен дәстүрлерін сақтау бағытындағы еңбегі ерекше бағаланады. Өзбекәлі Жәнібековтің зерттеулері арқылы қазақ халқының рухани және материалдық мұрасын ұрпақтан ұрпаққа жеткізу үшін жасалған ауқымды жұмысқа ерекше назар аударылады. Осы тұрғыда, оның ғылыми еңбектері қазақ мәдениетінің дамуына және оны әлемдік өркениет аясында тануға қосқан елеулі үлесі ретінде қарастырылады.

Кілт сөздер: Өзбекәлі Жәнібеков, ғылыми зерттеулер, этнография, қазақ халқының мәдениеті, тарихи мұра, материалдық мәдениет, рухани мұра, мәдени құндылықтар, ғылыми талдау.

Резюме

В данной статье проводится глубокий анализ трудов Узбекали Жанибекова, посвященных материальной и духовной культуре казахского народа. Его исследования охватывают этнографические, исторические и культурные аспекты, направленные на систематическое изучение и сохранение казахского культурного наследия. В статье акцентируется внимание на научной значимости трудов Узбекали Жанибекова, его вкладе в сохранение традиций и культурных ценностей казахского народа. Особое внимание уделяется тому, как его исследования способствовали передаче духовного и материального наследия казахского народа следующим поколениям. Труды Узбекали Жанибекова рассматриваются как значимый вклад в развитие казахской культуры и её признание в мировом контексте.

Ключевые слова: Узбекали Жанибеков, научные исследования, этнография, культура казахского народа, историческое наследие, материальная культура, духовное наследие, культурные ценности, научный анализ.

Ozbekali Zhanibekov's studies on the material culture of the Kazakh people, his endeavors to restore its artifacts, and his investigations into spiritual culture are highly significant. The cultural heritage of the Kazakhs has a distinct historical trajectory of evolution. Our populace is the direct descendants of the ancient culture that thrived inside our nation's boundaries, and they are the ones that uphold, rejuvenate, and enhance these traditions. Ozbekali Zhanibekov's works, including «Қазақ қолөнерінің мәдениеті», «Жаңғырық», «Уақыт керуені», «Жолайырықта», «Қазақ киімі», transform Kazakh material culture into a focal point of scholarly inquiry. They exhibit considerable temporal diversity. Comprehending the culture of any society over several epochs necessitates a comprehension of its history.

To really engage in this moment, one must comprehend their language and their emotions with complete sincerity. O.Zhanibekov distinguished himself in his research of traditional crafts by successfully applying his insights to manufacturing. In his report to the Special Council of the

USSR Academy of Sciences titled “Study of Kazakh Traditional Art in Historical and Ethnographic aspects,” he asserted: “...the traditional art of the Kazakhs is categorized as a form of traditional-everyday culture that is progressively vanishing.” Consequently, it is imperative to methodically and sequentially maintain the links between epochs, civilizations, and traditions, ascertain their spatial significance, and establish our esteemed legacy for the future of our society in the context of social advancement Zhanibekov emphasizes the significance of carpet weaving in his scientific studies, stating, “Carpet weaving is one of the most important crafts for us”. The Kazakh carpet is characterized by a mandatory boundary, delineated by “water”, situated adjacent to the central square, referred to as a “lake” in ethnographic literature, whose design has a linear or alternating ornamental pattern. In Saryarka, they were referred to as “tur”; in Syr Darya, as “kumbez” and “tobe”; in South Kazakhstan, as “tabak” and “zhuldyz”; and in Zhetysu, as “ouy” [1, 50-51].

Ozbekali Zhanibekov is a scientist who investigated and empirically demonstrated that ornamentation, a creative manifestation of aesthetic thought and vivid imagination, is shaped in direct alignment with societal preferences. His contributions to decoration serve as a valuable repository of information and research expertise. “Environmental objects and phenomena, interwoven with sacred and ritual symbols and transmitted through generations, constituted the foundation for the development of a distinctive system of Kazakh ornamentation”. They encompass melodies derived from rectilinear structures, kosmat, makulukat, and naubetat. This term cannot be described using our familiar methods. For instance, certain ones resemble rectilinear patterns. In truth, they are makulkat, a form of carving. Some are not connected to space or the universe’s rhythm, while belonging to the same category. The terms appear to be appropriate. O.Zhanibekov asserts that the Kazakh ornament system demonstrates that the decorations are mutually complementary and exhibit a precise interdependence, according to the principle of integrity [2, 53].

Folk architecture is a manifestation that embodies the origins, lifestyle, profession, subsistence, mindset, and construction culture of a nation, irrespective of whether it constitutes a permanent or transportable dwelling. Ozbekali Zhanibekov was the first to perform several studies, correlating various structures, including hunting camps, mud huts, mansions, cart-based houses, six-winged white and gray houses, basket houses, and contemporary home styles. His scholarly publication “Жолайырықта” O.Zhanibekov used three data sources in his examination of the Kazakh home. The initial source comprises expedition materials; the subsequent source includes ancient data together with the writings of travelers and scientists; and the last source consists of archaeological excavation materials.

Consequently, Zhanibekov’s investigation of the Kazakh dwelling, like to his previous scholarly works, possesses a methodological foundation. H. Argynbayev commended his contribution to the book “Жолайырықта” stating: “Ozbekali Zhanibekov, utilizing prior historical, archaeological, and ethnographic studies along with the information he gathered, produced a distinctive Kazakh mobile”. It is both suitable and scientifically rational to categorize the many forms of dwellings: dos, kyurke, abylaysha, tuyrlyk yu, akuy, karayu, otau, orda, as well as the types of permanent residences: shoshala, korzhin.

Ozbekali Zhanibekov’s two-volume work “Қазақ киімі” focuses on Kazakh national attire. He examined not just national dress trends, but also actualized his writings “Адырна” states Sh. Eleukenov in his memoirs.

Observing the ensemble’s performance, I saw that the artists’ clothes were unchanged from previous iterations, and the patterns stayed consistent. Apparel that conveys: “Kazakhs are a people adept in needlework”.

“Тамақша”, “кемер белбеу”, “алтын тәжі”, “сұлама”, “күндік”, “орама”, “көксауыр”, “мұрақ” and more words, including names, entered and departed his ears without penetrating his mind [3, 168].

V. Kasaba is a component of national attire established by Zhanibekov. The expert indicates that the bride occasionally dons the primary component of the old Turkic (Kipchak) headdress at the wedding in lieu of the saukele.

He also donned a kasaba, signifying “golden gem” which integrated aspects of urban fashion. The object possesses a round form, narrowing towards the rear, with its height adjustable per the client’s preferences, and the accompanying hat may be of any elevation. Construct a camisole from any fabric of your choice, and thereafter embellish its borders and seams with gemstones. A strip meticulously concealed it. It is adorned with golden threads and metallic rivets.

A circular crown adorned with beads, pearls, and turquoise stones was positioned on his forehead. The headpiece acquired a distinctive appearance due to owl feathers “It is placed on a scarf or shawl”. [4, 61-62]. O.Zhanibekov thinks that every individual possesses a sense of pride derived from traditions and conventions.

He poses the inquiry: “To which nationality does an individual belong?” about its role in cultivating national pride. Its associations with traditional traditions demonstrate its existence. Patriotism starts with an appreciation for one’s nation, the aroma of one’s homeland, childhood folklore and myths, youthful tunes and dances, and traditional pastimes. The scientist reinstated the Nauryz holiday for the populace after 62 years and elucidated its history. He adeptly communicated the character of the performance, its traditions, and compositional judgments. O.Zhanibekov has written extensively on the beliefs of the Kazakhs and how the late Islamic religion and the old folk beliefs have grown intimately intertwined and profoundly ingrained in their awareness.

Along with its Muslim background, the Kazakh respect of spirits reflects old ideas. A representative of the Kazakh people notes, “The Kazakh intention regarding the deceased is not only about burial and perpetuating the memory of the dead, but also about remembering the present and future generations”. Faith, morality, and decency help the customs of respecting the spirits of ancestors, respect of seniors, and friendliness to the young to flourish in the Kazakh communities.

Regarding the burial custom, the academic notes: “It also guaranteed the unity of the people in the turbulent times that the nation was experiencing”. Regarding the study of folk instruments O.Zhanibekov states: “The first written mentions of folk instruments are found in the works of the world-famous scholar of the East Al-Farabi and in the travel notes of Arab-Persian and European travelers who visited us in the 10th-14th centuries” [5, 83-84].

Bolat Sarybaev divided the two groups based on Bolat Sarybaev: national (dombyra, kobyz, sybyzgy) and folk O.Zhanibekov guided the founding of the Museum of Kazakh Folk Instruments in Almaty in response to the prevalent belief that some people know that the musical and instrumental culture of our people has existed since ancient times while others do not. Responding to the widespread belief that “the Kazakhs had no instruments except the kobyz and dombra”, he even helped to create the Museum of Kazakh Folk Instruments in Almaty. You have been searching quite long ago. The Sazgen ensemble was therefore developed to perform archaic musical instruments for museum guests. Playing the instruments, the group members focused on their tone and technique [5, 126]. The museum now includes a musical complex offering all the necessary knowledge on the background of folk instruments and performance techniques.

Furthermore, several features of traditional Kazakh art have vanished either entirely or partially. Their research and reproduction are getting more and more challenging each time. Another group that fits dances are those Considering oral traditions, monuments of material culture, ornaments, written sources and vocabulary of the Kazakh language, it is clear that the most significant component of the cultural legacy of our ancestors was created alongside the Kazakh society and provided nourishment for its spiritual life. O.Zhanibekov said, “the division of Kazakh dances into several groups is also of great importance: ritual (“Айқосақ”, “Жезтырнақ”), labor (“Өрмекби”),hunting (“Құсбегі”, “Бүркіт пен қоян”), ritual (“Шалқыма”, “Айда былпым”) and folk (“Ұтыс би”, “Алқа қотан”). Furthermore clear from the mimicry of animals is the great ideals and dream of the people shown in dances like “Ортеке”, “Тепеңкөк”, “Қара жорға” [6, 151].

The purpose of this article is to spread knowledge about the importance of cultural development, culture and folk culture. Because the idea of a successful business is to enable more people to communicate with each other and achieve greater success. Mukhtar Shakhanov’s story “We must ensure that the lives of our country’s people do not perish and that the lives of our

country's people do not perish thanks to the efforts of the people". You must quit your job if you are a professional. The development of the social system is necessary to create a future generation of people.

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UDC 810'33

PRAGMATIC ASPECTS OF TRANSLATING FANTASY LITERATURE

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Түйін

Бұл мақалада Дж.Р.Р.Толкинаның «Сақиналар әміршісі» трилогиясының бірінші томындағы эмоционалды терминология мысалында фэнтези әдебиетін ағылшын тілінен қазақ тіліне аударудың прагматикалық аспектілері талданады. Сонымен қатар, динамикалық эквиваленттілік аударма механизмі ретінде қарастырылады.

Кілт сөздер: фантазия, аударма, прагматикалық элементтер, лингвистикалық және аударма факторлары, семантикалық эквиваленттілік, прагматикалық бейімделу

Аннотация

В статье анализируются прагматические аспекты перевода фэнтезийной литературы с английского на казахский язык на примере эмоционально заряженной терминологии в первом томе трилогии Дж. Р. Р. Толкина «Властелин колец». Кроме того, динамическая эквивалентность рассматривается как механизм перевода.

Ключевые слова: фэнтези, перевод, прагматические элементы, лингвистические и переводческие факторы, семантическая эквивалентность, прагматическая адаптация

Fantasy is a literary genre that depicts magical and supernatural occurrences unrelated to reality. While some authors blend fantastical aspects with reality, some construct entirely imaginary planets governed by their own rules of physics and logic, inhabited by fabricated races and beings. Fantasy bears no connection to reality or scientific inquiry, as it operates inside the realm of conjecture. Fantasy authors manipulate diverse narratives, unconstrained by scientific and societal rules, constructing realms where humans coexist with animals and dragons soar above the skies. The appeal of fantasy literature may be attributed to its capacity to provide readers an escape from quotidian issues, transporting them to another realm that, while somewhat like to reality, offers a distinct experience. The distinctiveness of story structure in fantasy literature is a contributing cause to its success. High or epic fantasy narratives, exemplified by J.R.R. Tolkien's The Lord of the Rings trilogy, are distinguished by their expansive scope of events and often center on one or a select group of characters, such as Frodo Baggins and his companions. The film industry significantly contributes to the popularization of fantasy.

The examination of linguistic and translation elements in fantasy literature is of academic significance. Literary translation evidently serves a crucial function in fostering peace among many cultures and nations. The growing interest in literature in foreign languages has underscored the significance of translation quality. The translator considers the grammatical, pragmatic, and

ethnocultural dimensions of the text. The intended audience frequently experiences issues as a result of these elements.

It is important to acknowledge that translation inherently involves decision-making; translators continually determine which elements of the original text to retain and which may be omitted. The translator recognizes that, despite efforts to be authentic to the original, a literal interpretation seldom enhances the quality of information transfer into the target language. Translations of fantasy and children's literature sometimes need an imaginative methodology. The utilization of culture as a foundation for constructing a new world is a fundamental characteristic of fantasy, seen in the plethora of cultural allusions among the genre's works. Translating such allusions between languages is a notably challenging endeavor, as it requires conveying to the speakers of the target culture the same feelings experienced by those in the source culture.

Currently, two primary scientific methodologies are employed in the analysis of fantasy literature. The literary approach termed “traditional” categorizes fantasy as a genre within science fiction literature. Fantasy is seen as a distinct cultural phenomenon in contemporary society, rather than merely a trend within science fiction literature. This method is frequently employed as a philosophical and cultural framework [1, 156]. The distinction between these scientific methodologies resides in their interpretation of “fantasy”. Fantasy may be characterized as a synthesis of fairy tales, science fiction, and adventure novels, creating a singular creative reality that is “parallel” or “secondary,” with a propensity to reinterpret mythological archetypes and construct a fresh universe within its confines [2, 136]. Fantasy is seen as a “complex cultural phenomenon, artistic creations that emerge from a distinctive mode of thought incorporating elements of magical, mythological, and utopian concepts of the world”, according to the philosophical and cultural perspective [3,157]. Contemporary translation studies employ several methodologies for translating fantasy literature, grounded on different forms of pragmatic appropriateness and equivalence. Functional equivalency, referred to as semantic translation or dynamic equivalence, is a translation approach wherein the translator prioritizes the transmission of the original author's ideas over the preservation of form and language. Different forms of pragmatic adaptation are frequently employed in the translation of art to elicit the desired response from a particular audience, as a native speaker of a different language and a representative of another culture [4, 253]. “An intervention in translation that produces a text not regarded as a translation yet acknowledged as a representation of the original text” defines “adaptation” [5].

Fantasy literature is abundant in expressive devices and emotive lexicon, which aids in the elucidation of characters. Emotives constitute a category of vocabulary imbued with emotional nuance, articulating individuals' sentiments and reflecting the characters’ positive or negative attitudes towards unfolding events, while also delineating their personality traits, thereby enabling the author to convey the personal-emotional dimension of the narrative. Among the numerous emotionally charged terms are rage, fear, joy, surprise, and others.

Scholars such as V.N. Komissarov and L.S. Barkhudarov significantly contributed to the examination of issues related to the transfer of motivation from the source language to the target language. V.N. Komissarov specifically highlighted that “in the realm of connotation, the primary challenges of translation pertain to the existence of emotional, stylistic, or figurative meanings within a word”. Corresponding words possess both a subject-logical meaning and an emotional connotation, enabling the linguistic community to interpret the designated objects in a favorable or negative light. When the meanings of similar terms do not align or do not align entirely, issues emerge [6,190]. L.S. Barkhudarov asserts that “in any language, certain words and expressions possess a semantic structure that reflects the speaker’s emotional disposition towards the object or concept denoted by the word, specifically a negative or positive evaluation of the objects, phenomena, actions, and qualities represented by that word” [7, 240].

This research aimed to analyze the characteristics of the translation of the initial segment of J. R. R. Tolkien’s trilogy “The Lord of the Rings”, translated into Kazakh by A. Kistiakovsky and V. Muravyov, employing the continuous sampling method.

In the following example, the author used the emotional verb “to badger”, which is interpreted

as “to irritate”, “to annoy”, or “to exhaust”. This element of the statement possesses vivid emotional connotations, enabling us to comprehend Bilbo’s displeasure in Gandalf’s remarks. The term originates from traditional British hunting, where hounds were employed to pursue badgers. Due to the differing emotionality in Russian letters, the translator achieved functional equivalency by conveying the statement’s meaning with an expressive nuance, resulting in a pragmatic adaption.

You are always badgeringme about my ring; but you have never bothered me about the other things that I got on my journey [8] *–...Ал сен неге мені мазалап жүрсің?..Сақинам саған әлі тыныштық бермей жатыр: кім білсін менде не бар, ол сенің ісің?*.

Let us focus on the translation of the subsequent fragment: *And after waiting sixty years. Spoons? Fiddlesticks![9] - Біз алпыс жыл күттік – тағы да күтеміз ба! Ол саған күміс қасықтар берді ме? Қандай арамза!*

This piece employed the antiquated term *“fiddlesticks”* which originally referred to a violin bow and was utilized in the 17th century to convey the absurdity of events. This line conveys Oddo’s outrage at the little bequest his wife got. The translator employs the method of pragmatic adaptation to achieve semantic equivalence once more: *Қандай арамза!* Nonetheless, this translation alternative has resulted in heightened emotionality of the remark; hence, we contend that this emotive can also be rendered as *Бос сөз! немесе сандырақ!*

Let us examine an emotionally resonant translation of the subsequent fragment: *Ass! Fool! Thrice worthyand belovedBarliman! – Менің қымбатты ақымағым! Қымбатты менің аңғалым!*

The author aims to illustrate the emotional complexity when Gandalf feels delight at receiving word about Frodo from Laurus Narkiss, whom he had previously menaced with boiling in a pot of soup. Gandalf initially admonishes Narcissus, with the expressive terms *ass* and *fool,* but then extolling him with the passionate adjectives *worthy, beloved.*

In the Russian rendition, the translator opted to amalgamate both sentiments, resulting in the oxymoronic expressions *құрметті ақымағым and қымбатты аңғалым!* The outcome was a more concise yet more expansive formulation. The phrase “to be in a pickle” is synonymous with “to be in the soup”, both signifying the state of being in difficulty. This statement’s significance is also rooted in British language tradition. The term “cucumber” refers to a sauce composed of several components, therefore implying a condition of confusion or disarray. The author used this sentiment to illustrate Sam’s disillusionment with the predicament he and Frodo encountered.

Sam sat down, blushing and muttering. *“A nice pickle we have landed ourselves in, Mr. Frodo!”* he said, shaking his head – *О , Фродо мырза, деп күбірледі ол, біз бұл сұмдық тәртіпсіздікке араласпауымыз керек еді!*

The translator employed the colloquial adverb “*in vain*” and substituted “*unpleasantness*” with “disorder” to enhance clarity for the reader. Consequently, translating words and phrases that highlight the personal-emotional aspect of the narrative is crucial for accurately transmitting the dialogues’ meaning, thereby portraying the characters in the target language as originally intended. To maintain the functional specificity of the original units, dynamic equivalence must be employed as the primary translation mechanism.

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UDC 81'23

EXPLORING AND TRANSLATING OZBEKALI ZHANIBEKOV'S SCIENTIFIC LEGACY

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Түйіндеме

Бұл мақалада Өзбекәлі Жәнібековтің қазақ халқының материалдық және рухани мәдениетіне қосқан үлесі туралы зерттеулері қарастырылады. Сонымен қатар, белгілі мемлекет және қоғам қайраткері Өзбекәлі Жәнібековтің өнегелі өмірі туралы жазылған еңбектер қарастырылады. Өзбекәлі Жәнібековтің ғылыми зерттеулерінде қазақ халқының материалдық және рухани мәдениеті мен саналы өмірінде рухани көшбасшы болған тұлғаның өмірі мен қызметі зерттеледі.

Кілт сөздер: материалдық және рухани мәдениет, рухани көшбасшы, қоғам қайраткері, тұлға-мәдениет, мәдениет пен тілдің байланысы.

Резюме

В этой статье рассматриваются исследования Узбекали Жанибекова о его вкладе в материальную и духовную культуру казахского народа. Кроме того, рассматриваются произведения, написанные о моральной жизни Узбекали Жанибекова, известного государственного и общественного деятеля. Научное исследование Узбекали Жанибекова изучает материальную и духовную культуру казахского народа, а также жизнь и творчество человека, который в своей сознательной жизни был духовным лидером.

Ключевые слова: материальная и духовную культура, духовный лидер, общественный деятель, личность-культура, связь культуры и языка.

Ozbekali Zhanibekov is a distinguished politician, a renowned ethnographer, and a doctor of historical sciences. He served as a vital conduit for the exploration of our people's centuries-old history and cultural legacy, and transmition it to future generations. Indeed, Ozbekali surpass all others in their commitment to helping their nation. Abish Kekilbayuly stated, "Your brother Ozbekali's contribution to the restoration of our national state and its independent development is remarkable", while Sherkhan Murtaza remarked, "Ozbekali Zhanibekov dedicated his entire conscious life to demonstrating the Kazakh people's contribution to world civilization". The 90th anniversary of Ozbekali Zhanibekov, whose exemplary life and courageous actions fortified the foundations of an independent state, is significantly aligned with the 30th anniversary of our freedom [1, p. 136].

Ozbekali Zhanibekov is a prominent individual who rejuvenated and renewed culture in the 20th century. He devoted his life to fortifying Kazakh principles under the constraints of the Soviet totalitarian regime. He diligently endeavors to rejuvenate Kazakh culture by establishing regional museums around the country and amassing old cultural artifacts, valuable stones, and our extensive heritage. He contributed to the establishment and upkeep of the «Шертер», «Ғасырлар пернесі» ensembles in Torgai, along with «Сазген», «Адырна», «Алтынай» in Almaty [2, p. 305], Ozbekali Zhanibekov is industrious and committed to his profession, so he readily engaged in the building, renovation, or embellishment of cultural institutions and other structures. He successfully mobilized his staff of his book "Тағдыр тағылымы", he discusses the painting of the floor of the forthcoming Torgai Regional Historical and Ethnographic Museum. He constructed the barrier of the ice town in Arkalyk by hand, which was erected for the New Year. He stated: "Aknowledging the fact that our people have historically experienced greater losses than gains, it is evident that individuals like us must assume roles as directors or architects, and consequently, they will be required to undertake the responsibilities of a fashion designer, a weaving consultant, a musician, or a choreographer" [3,

p. 320],

As a result of the scientist's efforts, the following works were produced: «Қазақтың қолтума мәдениеті», «Жаңғырық», «Қазақтың ұлттық қолөнері», «Ежелгі Отырар», «Алтын домбыра жайлы аңыздың ізімен», «Уақыт керуені», «Жолайырықта» and the album «Қазақ киімі». Under the guidance of Ozbekali Zhanibekov, the Arkalyk Medical and Pedagogical Institute, the Steppe Museum of Local History dedicated to Alibi Zhangeldin and Amangeldy Imanov, the regional musical and drama theater, cultural palaces, and clubs were inaugurated, alongside the erection of monuments honoring notable public figures. From 1970 to 1975, he served as the secretary of the Turgay Regional Committee of the Communist Party of Kazakhstan, thereafter holding the position of director of the Department for Relations with Foreign Countries of the Central Committee of the Communist Party of Kazakhstan from 1977 to 1988. He served as the Deputy Minister of Culture of Kazakhstan from 1987 to 1988, followed by his tenure as the Minister of Culture from 1988 to 1991. Consequently, the activist diligently endeavored to revive and advance Kazakh culture, language, customs, and traditions.

A national hero is an individual, awho during his remarkable life unearthed admirable human traits inside himself and inspired gifted children to the grand stage. Academician Zeinollah Kabdolov, a distinguished scientist of our nation, asserts that "A vital factor that transforms an individual into a citizen and a child into a sage is the impact of a teacher", reflecting on his educational contributions and dedication to gifted children. It is highly expected that a teacher is willing to dedicate his or her time to fulfilling the needs of others. Ozbekali Zhanibekov was born and fulfilled his aspirations. "An individual who cultivates the development of others' capabilities and possesses a passion for the arts," is the sentiment that has persisted in the recollection of Kazakh Radio. Ethnographer Ozbekali Zhanibekov spearheaded the resurgence of the traditional folk festival "Nauryz". "Nauryz is inextricably linked to the nation and the nation to Nauryz", he stated, reinstating the national holiday as an official observance. On March 22, 1988, the holiday of Nauryz was formally designated as a national holiday with the direct involvement of a prominent person.

Moreover, he is the only one who assisted the nationalists in justifying the "lions of Alash". Academician Serik Kirabayev reflects on the acquittal of Shakarim Kudaiberdiuly, Akhmet Baitursynov, Magzhan Zhumabayev, Zhusupbek Aimautov, and Mirzhakyp Dulatuly, stating: "I take solace in one aspect - had anyone other than Ozbekali been in charge of the ideological operations of the Central Committee at that time, we would not have effectively addressed these matters" [4, p. 376].

He put his much effort on the contributions of the Kazakh nobility in safeguarding the nation's honor, stating: "As people say, Ozbekali's ascension to this role enhanced the welfare of the Kazakh people, upheld their dignity, and addressed their void in general". Also, he played a serious role in establishing a monument to the eastern youth leader Gani Muratbayev in Shymkent, restoring the Arystanbaba mausoleum in Otrar, rehabilitating the Khoja Ahmed Yassawi mausoleum in Turkestan, advancing Betpak-dala, constructing the Shardara reservoir, and building the Arys-Turkestan canal.

Between 1970 and 1975, Ozbekali Zhanibekov was the inaugural figure to focus on the doctrines and heritage of Khoja Ahmed Yassawi. He assumed command of the handwritten and printed editions of the ancient text «Диуани хикмет» and mandated their acquisition for the museum's collection.

Ozbekali Zhanibekov led the Department of Foreign Relations of the Central Committee from 1975 until 1977 year. Although, currently this activity receives less attention, it is evident that tourism in our country significantly prospered during that era. In his book, History Lesson, O. Zhanibekov states, "It was a period when Kazakhstan commenced its engagement in the international arena, forging economic, scientific, technical, and cultural connections with 72 countries". He states that between 15000 to 20000 individuals arrive in Kazakhstan annually, with a corresponding number departing for foreign countries. Prior to that, tourist groups could only visit Almaty. However, under Zhanibekov's leadership, regions of Zhambyl, South Kazakhstan,

Karaganda, Tselinograd and Kostanay are all got authorization to accept visitors and international delegations. Hotels, restaurants and other facilities visited by tourists are also beginning to build their service industries. The Otyrar Hotel has commenced construction in Almaty, while the Kazakh Village tourism facility is set to inaugurate adjacent to the Medeu ice rink. The apple orchard showcased the customs of milking mares and fermenting kumiss- sour horse milk- with visitors presented numerous varieties of kumiss, including three-day, nyalnemel, and saumal. The tourist complex was consequently dubbed "Kymyzkhana" [5, p. 29],

On August 1, 1980, the Central Committee of the CPSU resolved to establish the Republican Museum of Musical Instruments. Under the guidance of Ozbekali Zhanibekov, a search for museum artifacts was undertaken for almost nine months. Consequently, the poet's dombra was located in the Abay Museum in the Semey Region, the syrnai of Muryn Zhyrau in Atyrau, and the syrnai of Shashubai in the Kyzylorda Central Museum.

An facet of Ozbekali Zhanibekov's character warrants particular consideration. He experienced profound affection for his motherland and its populace. He endeavored to undertake tangible measures to validate this filial obligation. He possessed extensive understanding of Uzbekistan's ancient history, language, and customs, which inspired him to do studies in ethnography and culture, bequeathing a substantial legacy. The scientific legacy of Ozbekali Zhanibekov, a prominent statesman, renowned ethnographer, and historian-scientist, who delved into the intricacies of history, examined the existence and customs of our people, showcased their valor and solidarity, and bequeathed invaluable works and teachings to future generations, will undoubtedly be recognized in due course. The commendable dedication and fervor of a proponent for national history will be celebrated for years and will remain etched in the collective memory of the populace.

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UDC 81'23

OZBEKALI ZHANIBEKOV'S SCIENTIFIC WORKS: HISTORICAL AND CULTURAL ISSUES IN TRANSLATION

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Түйіндеме

Бұл мақалада Өзбекәлі Жәнібековтің қазақ халқының материалдық және рухани мәдениетіне қосқан үлесі қарастырылған. Сонымен қатар, белгілі мемлекет және қоғам қайраткері Өзбекәлі Жәнібековтің асқан өмір жолы туралы жазылған еңбектер қарастырылады. Өзбекәлі Жәнібековтің ғылыми ізденістері қазақ халқының материалдық және рухани мәдениетінде рухани көшбасшы болып табылатын тұлғаның өмірі мен іс-әрекетін зерттейді.

Кілт сөздер: рухани көсем, қоғам қайраткері, көне мәдениет мұрагері, Өзбекәлі Жәнібековтің зерттеулері

Резюме

В этой статье рассматривается вклад Узбекали Жанибекова как в материальную, так и в духовную культуру казахского народа. Кроме того, будут рассмотрены работы, написанные о

выдающейся жизни Узбекали Жанибекова, известного государственного и общественного деятеля. Научное исследование Узбекали Жанибекова изучает жизнь и действия человека, который является духовным лидером как в материальной, так и в духовной культуре казахского народа.

Ключевые слова: духовный лидер, общественный деятель, наследник древней культуры, исследование Узбекали Жанибекова

Ozbekali Zhanibekov is significant for his research on the material culture of the Kazakh people, his endeavors to restore its artifacts, and his studies on spiritual culture. The cultural heritage of the Kazakhs has a distinctive historical trajectory of evolution. Our populace is the direct inheritor of the culture that formerly thrived in our nation's territory and continues to uphold these traditions. Advancement, creativity, and enhancement. Notable works of the Kazakh people including Ozbekali Zhanibekov's publications: «Қазақтың қолөнер мәдениеті», «Жаңғырық», «Уақыт керуені», «Саяхат», «Қазақ киімдері».

He guides material culture towards study and provides it with a scientific foundation. They exhibit considerable temporal diversity. To comprehend the culture of any society throughout several epochs, one must thoroughly immerse oneself in the ethos and language of that period. O. Zhanibekov's examination of traditional crafts was notable for his ability to implement his findings in production. In his work "Historical and Ethnographic Aspects of Kazakh Traditional Art", he addressed this topic himself.

In his report to the Special Council of the USSR Academy of Sciences about "Research", he asserted that "the traditional art of the Kazakhs is categorized as traditional-everyday culture, which is progressively vanishing". Consequently, it is imperative to methodically and sequentially maintain the interrelations among epochs, civilizations, and traditions, ascertain their spatial significance, and establish our esteemed legacy for the future of our society in the context of social advancement [1]. O. Zhanibekov emphasizes the significance of his scientific research on carpet weaving, asserting: "Carpet weaving is one of the most vital crafts for us".

The Kazakh carpet is characterized by a mandatory boundary, delineated by "water", next to the central square, referred to as a "lake" in ethnographic literature, whose design has a linear or alternating pattern of ornamentation. In Saryarka, they were referred to as «тюр», in Syr Darya, as «кумбез» и «тобе», in South Kazakhstan, as «табак» и «жулдыз», and in Zhetysu, as «уы» [2, p.50]. Ozbekali Zhanibekov is a scientist who investigated and empirically demonstrated that ornamentation, a creative manifestation of aesthetic thought and vivid imagination, is shaped in direct alignment with societal preferences. His contributions to decoration serve as a valuable repository of information and research expertise.

"Environmental objects and phenomena, interwoven with sacred and ritual symbols and transmitted through generations, constituted the foundation for the development of a distinctive system of Kazakh ornamentation". They encompass tunes derived from rectilinear melodies, kosmat, makulukate, and naubetate. This word cannot be defined in familiar terms. For instance, certain patterns resemble rectilinear forms. In truth, they are makulkat, a form of carving. Some, despite their material nature, appear to embody a cosmic or temporal symphony. O. Zhanibekov asserts that the Kazakh ornament system demonstrates that the decorations are mutually complementary and exhibit a precise interdependence, according to the principle of integrity [3, p.53].

Vernacular architecture embodies the origins, lifestyle, profession, livelihood, mindset, and construction culture of a nation, irrespective of whether it constitutes a permanent or movable dwelling. Ozbekali Zhanibekov was the first to perform several studies connecting various structures, including hunting camps, mud huts, mansions, cart-based houses, six-winged white and gray houses, basket houses, and contemporary home types. His scholarly publication "On the Road". O. Zhanibekov employs three domains of data to examine the Kazakh housing. The initial category include expedition materials; the subsequent category pertains to ancient data and the works of travelers and scientists; and the last category consists of materials derived from archaeological investigations.

Consequently, O. Zhanibekov's investigation of the Kazakh dwelling is methodologically intricate, like to his earlier works. In the preface to "On the Road", H. Argynbaev states: "Ozbekali Zhanibekov, drawing upon prior historical, archaeological, and ethnographic studies, along with the data he gathered, classified the types of mobile housing typical of the Kazakhs: *кос, курке, абылайша, туырлык ю, акуй, караю, отау, орда,* in addition to permanent residences". The scientist asserts that the categorization of room models as *шошала, коржинуй, токалтам, железпе, шарбакуй, кепас, кыстык»* is very acceptable and scientifically justified [4, p.7].

Ozbekali Zhanibekov's two-volume work "Kazakh Clothes" is dedicated to Kazakh national costumes. He not only studied examples of national costumes, but also applied what he wrote in real life. Sh. Eleukenov recalls: "When I saw the performance of the Adyrna ensemble, I noticed that the artists were not dressed in the same old black embroidered clothes, but in clothes that made people say: "Kazakhs are also a people who know how to handle a needle".

Names such as *«тамакша», «кемер белбеу», «алтын таджи», «сулама», «кундик», «орама», коксауыр», «мурак»* and others constantly came and went from his ears, but never entered his head [5, p.168].

V. Kasaba is an element of national clothing that was introduced by Zhanibekov. According to the expert, the bride sometimes wore a kasaba (meaning "decorated with gold" - O.Zhanibekov to the wedding, which incorporated the main elements of the ancient Turkic (Kipchak) headdress. Kasaba is a round, horse-shaped headdress, the height of which varies depending on the owner's preferences. The camisole was sewn from a fabric on the basis of the fabric, and a precious ribbon carefully covered the seams and edges. Gold threads and metal rivets decorate it.

They had round plates with strings of various beads, pearls and Peruvian stones on the forehead. A swing consisting of five or six chains longer than the chains on the forehead is attached above the temple of the right side of the head with silver bells. This is due to the tradition that this calms the bride. An owl sitting on the top of the head gave the headdress a unique look. After the wedding, the bride would put on a kasbah, which was not decorated with a veil or flag, and throw a shawl or scarf over it [5, p.61].

O. Zhanibekov says that customs influence everyone, causing a feeling of pride and national pride: "To what nation does a person belong? Its connections with folk traditions show that it exists. Patriotism "began with national pride, the smell of the native land, childhood fairy tales, melodies and dances of youth, national games" [6].

After 62 years, the scientist not only reunited the holiday of Nauryz with its people, but also very well told its history, character, traditions and compositional solutions. O. Zhanibekov also talks about the ancient tradition of extinguishing fire of the Kazakhs: "Usually, if there is no rain, people would gather on the banks of rivers, lakes or springs and slaughter an ordinary animal for sacrifice over the water, asking the gods for rain". After the rain stopped, there was sometimes a light rain [5, p.18]. O. Zhanibekov wrote about such rituals as cutting off the head of a child, marrying a young man, rolling a small child on the bed of a deceased person and spitting into his mouth.

O. Zhanibekov wrote a lot about the beliefs of the Kazakhs and how the late Islamic religion and old folk beliefs became inextricably linked and deeply rooted in their consciousness. Kazakh spirit worship, along with its Muslim character, has features of ancient beliefs. "The Kazakh intention regarding the deceased is not only burial and perpetuation of the memory of the dead, but also the remembrance of the present and future generations", says a representative of the Kazakh people. Respect for the spirits of ancestors, respect for the elders in the Kazakh villages, as well as the tradition of subordination to younger brothers and sisters are based on virtue, decency and morality. The scientist writes about the funeral tradition: "It also guaranteed the integrity of the people in those turbulent times in which the nation was born" [5, p.23].

About the study of folk instruments, O. Zhanibekov says: "The first written references to folk instruments are found in the works of the world-famous Eastern scholar al-Farabi and in the travel notes of Arab-Persian and European travelers who visited us in the 10th–14th centuries" [5, p.83]. Kazakh folk instruments were divided into two groups according to Bolat Sarybaev: national

(dombyra, kobyz, sybyzgy) and folklore (уилдек, сазген, дабыл, дангара, шандаул, дауылпаз, дудыга, желкабыз, желбуаз, токылдак, туяктас, асатаяк, керней, адырна, сакпан, дунгиршек) based on timbre and sound properties and playing techniques [5, p.85]. In response to the widespread misconception that some people know that the musical and instrumental culture of our people has existed since ancient times, while others do not, O. Zhanibekov supervised the creation of the Museum of Kazakh Folk Instruments in Almaty. In response to the widespread misconception that "the Kazakhs had no instruments except the kobyz and dombra", he even took part in the creation of the Museum of Kazakh Folk Instruments in Almaty. You have been searching for a very long time.

As a result, the ensemble «Сазген», was created, which plays ancient musical instruments for visitors to the museum. The members of the ensemble worked on their sound and skill, playing the instruments [7, p.126].

Today, the museum is a musical complex that provides complete information about the history of folk instruments and playing them.

In addition, there are aspects of traditional Kazakh art that have either disappeared or disappeared. Over time, their study and reproduction is becoming more and more difficult. Dances also belong to this category. Considering oral creativity, monuments of material culture, ornaments, written sources and vocabulary of the Kazakh language, it becomes obvious that the art of dance is also an important component of the cultural heritage of our ancestors, which was created together with the Kazakh society and its spiritual development.

You can say that they ate it all their lives. O. Zhanibekov stated that "the division of Kazakh dances into several groups is also of great importance: ritual («Айкосак», «Жезтырнак»), labor («Ормекби»), hunting («Кусбеги», «Буркит пен коян»), ritual («Шалкыма», «Аида былпым»), and folk («Утыс би», «Алка котан»). Folk dances such as «Ортеке», «Тепенок», «Кара жорга», clearly came from imitation of animals [5, p. 151]. O. Zhanibekov studied Kazakh dance and significantly helped to introduce the Kazakh people to the world. The dance ensemble «Алтынай» created under the patronage of O. Zhanibekov, raised the status of Kazakh dance on many stages of the world and increased pride in our people.

O. Zhanibekov, Professor M. under the chairmanship of Kozybaev in 1991. On April 22, a special meeting was held at the Institute of History, Philology and Philosophy of the Siberian Branch of the All-Union Academy of Sciences to discuss issues of scientific study of Kazakh traditional art from a historical and ethnographic point of view. He presented a report and received a PhD in history.

In conclusion, it can be said that Ozbekali Zhanibekov is one of the people whose work has not been criticized in modern society, where social values are being revised. He is a passionate leader of the youth of Kazakhstan, an authoritative organizer of the country's culture, a member of society and a representative of the people. He was a politician and historian, one of the most influential leaders of the former Soviet Union. Although he was a man in the Soviet Union, he always remembered the history and future of his people and always worked for the benefit of his people, even within the framework of Soviet policy. According to the poet Mukhtar Shakhanov, "O. Zhanibekov is a shining example of how the highly responsible, limited in capabilities and broad-minded equestrian service can be used for the benefit of the nation" [8, p.377], how to be a patriotic citizen. He left behind a legacy that should be studied by each generation. Today, his scientific research serves as a spiritual tool for the education of the younger generation.

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UDC 81’23

OBSERVATIONS OF OZBEKALI ZHANIBEKOV ON THE MATERIAL AND SPIRITUAL DEVELOPMENT OF THE KAZAKH PEOPLE: SCIENTIFIC WORKS

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Түйіндеме

Бұл мақаланың мақсаты – Өзбекәлі Жәнібеков еңбектерінің қазақ халқының материалдық және рухани мәдениетіне қатысты ғылыми құндылығын зерттеу.

Кілт сөздер: рухани көсем, қоғам қайраткері, көне мәдениет мұрагері, Өзбекәлі Жәнібековтің зерттеулері

Резюме

Целью данной работы является исследование научной ценности произведений Узбекали Жанибекова в отношении материальной и духовной культуры казахского народа.

Ключевые слова: духовный лидер, общественный деятель, наследник древней культуры, исследование Узбекали Жанибекова

Ozbekali Zhanibekov’s studies on the material culture of the Kazakh people, his endeavors to restore its artifacts, and his investigations into spiritual culture are highly significant. The cultural heritage of the Kazakhs has a distinct historical trajectory of evolution. Our populace is the direct descendants of the ancient culture that thrived inside our nation’s boundaries, and they are the ones that uphold, rejuvenate, and enhance these traditions. Ozbekali Zhanibekov’s works, including «Қазақ қолөнерінің мәдениеті», «Жаңғырық», «Уақыт керуені», «Жолайырықта», «Қазақ киімі», transform Kazakh material culture into a focal point of scholarly inquiry. They exhibit considerable temporal diversity. Comprehending the culture of any society over several epochs necessitates a comprehension of its history.

To really engage in this moment, one must comprehend their language and their emotions with complete sincerity. O.Zhanibekov distinguished himself in his research of traditional crafts by successfully applying his insights to manufacturing. In his report to the Special Council of the USSR Academy of Sciences titled “Study of Kazakh Traditional Art in Historical and Ethnographic aspects,” he asserted: “...the traditional art of the Kazakhs is categorized as a form of traditional-everyday culture that is progressively vanishing.” Consequently, it is imperative to methodically and sequentially maintain the links between epochs, civilizations, and traditions, ascertain their spatial significance, and establish our esteemed legacy for the future of our society in the context of social advancement Zhanibekov emphasizes the significance of carpet weaving in his scientific studies, stating, “Carpet weaving is one of the most important crafts for us”. The Kazakh carpet is characterized by a mandatory boundary, delineated by “water”, situated adjacent to the central square, referred to as a “lake” in ethnographic literature, whose design has a linear or alternating ornamental pattern. In Saryarka, they were referred to as “tur”; in Syr Darya, as “kumbez” and “tobe”; in South Kazakhstan, as “tabak” and “zhuldyz”; and in Zhetysu, as “ouy” [1].

Ozbekali Zhanibekov is a scientist who investigated and empirically demonstrated that ornamentation, a creative manifestation of aesthetic thought and vivid imagination, is shaped in direct alignment with societal preferences. His contributions to decoration serve as a valuable repository of information and research expertise. “Environmental objects and phenomena, interwoven with sacred and ritual symbols and transmitted through generations, constituted the foundation for the development of a distinctive system of Kazakh ornamentation”.

They encompass melodies derived from rectilinear structures, kosmat, makulukat, and naubetat. This term cannot be described using our familiar methods. For instance, certain ones resemble rectilinear patterns. In truth, they are makulkat, a form of carving. Some are not connected to space or the universe's rhythm, while belonging to the same category. The terms appear to be appropriate. O.Zhanibekov asserts that the Kazakh ornament system demonstrates that the decorations are mutually complementary and exhibit a precise interdependence, according to the principle of integrity [2].

Folk architecture is a manifestation that embodies the origins, lifestyle, profession, subsistence, mindset, and construction culture of a nation, irrespective of whether it constitutes a permanent or transportable dwelling. Ozbekali Zhanibekov was the first to perform several studies, correlating various structures, including hunting camps, mud huts, mansions, cart-based houses, six-winged white and gray houses, basket houses, and contemporary home styles. His scholarly publication "Жолайырықта" O.Zhanibekov used three data sources in his examination of the Kazakh home. The initial source comprises expedition materials; the subsequent source includes ancient data together with the writings of travelers and scientists; and the last source consists of archaeological excavation materials.

Consequently, Zhanibekov's investigation of the Kazakh dwelling, like to his previous scholarly works, possesses a methodological foundation. H. Argynbayev commended his contribution to the book "Жолайырықта" stating: "Ozbekali Zhanibekov, utilizing prior historical, archaeological, and ethnographic studies along with the information he gathered, produced a distinctive Kazakh mobile". It is both suitable and scientifically rational to categorize the many forms of dwellings: dos, kyurke, abylaysha, tuyrlyk yu, akuy, karayu, otau, orda, as well as the types of permanent residences: shoshala, korzhin.

Ozbekali Zhanibekov's two-volume work "Қазақ киімі" focuses on Kazakh national attire. He examined not just national dress trends, but also actualized his writings "Адырна" states Sh. Eleukenov in his memoirs.

Observing the ensemble's performance, I saw that the artists' clothes were unchanged from previous iterations, and the patterns stayed consistent.

Apparel that conveys: "Kazakhs are a people adept in needlework".

"Тамақша", "кемер белбеу", "алтын тәжі", "сұлама", "күндік", "орама", "көксауыр", "мұрақ" and more words, including names, entered and departed his ears without penetrating his mind [3].

V. Kasaba is a component of national attire established by Zhanibekov. The expert indicates that the bride occasionally dons the primary component of the old Turkic (Kipchak) headdress at the wedding in lieu of the saukele.

He also donned a kasaba, signifying "golden gem" which integrated aspects of urban fashion. The object possesses a round form, narrowing towards the rear, with its height adjustable per the client's preferences, and the accompanying hat may be of any elevation. Construct a camisole from any fabric of your choice, and thereafter embellish its borders and seams with gemstones. A strip meticulously concealed it. It is adorned with golden threads and metallic rivets. A circular crown adorned with beads, pearls, and turquoise stones was positioned on his forehead. The headpiece acquired a distinctive appearance due to owl feathers "It is placed on a scarf or shawl". [4]. O.Zhanibekov thinks that every individual possesses a sense of pride derived from traditions and conventions.

He poses the inquiry: "To which nationality does an individual belong?" about its role in cultivating national pride. Its associations with traditional traditions demonstrate its existence. Patriotism starts with an appreciation for one's nation, the aroma of one's homeland, childhood folklore and myths, youthful tunes and dances, and traditional pastimes. The scientist reinstated the Nauryz holiday for the populace after 62 years and elucidated its history. He adeptly communicated the character of the performance, its traditions, and compositional judgments. O.Zhanibekov has written extensively on the beliefs of the Kazakhs and how the late Islamic religion and the old folk beliefs have grown intimately intertwined and profoundly

ingrained in their awareness.

Along with its Muslim background, the Kazakh respect of spirits reflects old ideas. A representative of the Kazakh people notes, “The Kazakh intention regarding the deceased is not only about burial and perpetuating the memory of the dead, but also about remembering the present and future generations”. Faith, morality, and decency help the customs of respecting the spirits of ancestors, respect of seniors, and friendliness to the young to flourish in the Kazakh communities.

Regarding the burial custom, the academic notes: “It also guaranteed the unity of the people in the turbulent times that the nation was experiencing”. Regarding the study of folk instruments O.Zhanibekov states: “The first written mentions of folk instruments are found in the works of the world-famous scholar of the East Al-Farabi and in the travel notes of Arab-Persian and European travelers who visited us in the 10th-14th centuries” [5].

Bolat Sarybaev divided the two groups based on Bolat Sarybaev: national (dombyra, kobyz, sybyzgy) and folk O.Zhanibekov guided the founding of the Museum of Kazakh Folk Instruments in Almaty in response to the prevalent belief that some people know that the musical and instrumental culture of our people has existed since ancient times while others do not. Responding to the widespread belief that “the Kazakhs had no instruments except the kobyz and dombra”, he even helped to create the Museum of Kazakh Folk Instruments in Almaty. You have been searching quite long ago. The Sazgen ensemble was therefore developed to perform archaic musical instruments for museum guests. Playing the instruments, the group members focused on their tone and technique [5]. The museum now includes a musical complex offering all the necessary knowledge on the background of folk instruments and performance techniques.

Furthermore, several features of traditional Kazakh art have vanished either entirely or partially. Their research and reproduction are getting more and more challenging each time. Another group that fits dances are those Considering oral traditions, monuments of material culture, ornaments, written sources and vocabulary of the Kazakh language, it is clear that the most significant component of the cultural legacy of our ancestors was created alongside the Kazakh society and provided nourishment for its spiritual life. O.Zhanibekov said, “the division of Kazakh dances into several groups is also of great importance: ritual (“Айқосақ”, “Жезтырнақ”), labor (“Өрмекби”),hunting (“Құсбегі”, “Бүркіт пен қоян”), ritual (“Шалқыма”, “Айда былпым”) and folk (“Ұтыс би”, “Алқа қотан”). Furthermore clear from the mimicry of animals is the great ideals and dream of the people shown in dances like “Ортеке”, “Тепеңкөк”, “Қара жорға” [6].

The purpose of this article is to spread knowledge about the importance of cultural development, culture and folk culture. Because the idea of a successful business is to enable more people to communicate with each other and achieve greater success. Mukhtar Shakhanov’s story “We must ensure that the lives of our country’s people do not perish and that the lives of our country’s people do not perish thanks to the efforts of the people”. You must quit your job if you are a professional. The development of the social system is necessary to create a future generation of people.

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UDC 81’23

OZBEKALI ZHANIBEKOV: INVESTIGATING THE LIFE AND LEGACY OF A SPIRITUAL LEADER

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Түйіндеме

Бұл зерттеуде көрнекті қоғам және мемлекет қайраткері Өзбекәлі Жәнібековтің өнегелі өмір жолындағы еңбектері қарастырылады. Бұл бағыттағы зерттеулер саналы өмірінде рухани көшбасшы болған тұлғаның өмірі мен шығармашылығын тереңірек түсіну мақсатында қарастырылып, «Өзбекәлітану» (өзбекәлітану) атты жеке зерттеу әзірленуде.

Кілт сөздер: рухани көсем, қоғам қайраткері, көне мәдениет мұрагері Өзбекәлі Жәнібековтің зерттеулері.

Резюме

В этом исследовании рассматриваются труды нравственной жизни Узбекали Жанибекова, выдающегося общественного и государственного деятеля. Исследования в этой области рассматриваются для того, чтобы лучше понять жизнь и деятельность человека, который был духовным лидером в своей сознательной жизни, разрабатывается личное исследование под названием «Өзбекәлітану» (Узбекаливедение).

Ключевые слова: исследования Узбекали Жанибекова, духовный лидер, общественный деятель, наследник древней культуры

The Kazakh people’s national pride encompasses several remarkable individuals who emerged in the final part of the 20th century. We, Kazakhs, take immense pride in Abu Nasir Al-Farabi, K.A. Yassayi, Bukhar zhyrau, Hakim Abay, Mashkhur Zhusup, and the esteemed educator A.Baitursynov. The twentieth century posed significant challenges for the Kazakh populace. A concise declaration the motto «Оян, қазақ» (M. Dulatuly) from the early century remains memorable: during the tumultuous and precarious years, individuals led by Alikhan Bokeikhanov established a government and formed a party named «Алаш».

The Bolshevik rule, which sprang to power by violence and slaughter, endured for nearly seventy years. The Kazakh people, who endured the profound brutality of Soviet society, together with the spiritual realm, faced significant anguish. Nonetheless, patriots like T. Zhurgenov, I. Omarov, and O.Zhanibekov jeopardized their lives in defense of their nation and consistently served it.

Not just “Iron addicts”, like Temirbek Zhurgenov, perished on this journey. This narrative pertains to Ozbekali Zhanibekov, a prominent statesman and public person engaged in cultural matters. South Kazakhstan State Pedagogical University was named after the distinguished figure, ethnographer, historian, and academician Ozbekali Zhanibekov in June of the previous year. Askhat Sam Oralov, Minister of Culture and Sports, stated: “During the II National Congress, recently convened in Turkestan, Head of State Kassym-Zhomart Tokayev declared at the meeting that he does not intend to utilize funds for personal benefit”. He asserted that it is imperative to cease the practice of designating items with the names of mythologized characters from the Soviet era. The Ministry of Culture and Sports is endeavoring to revise the roster of eminent and historical personalities “It is currently being executed”, he added.

The populace expressed satisfaction with the new measures to commemorate distinguished individuals, stated the president of the nation. An educational institution with an 87-year history, a place of worship, and a training facility for educators, was named after a really esteemed historical figure. The educators’ community had more happiness due to the contribution. Common adage states: “The name of a virtuous individual endures eternally, and the intellect of a scholar remains immortal”, and Ozbekali Zhanibekov (1931-1998), who would have celebrated his 93rd year this year, exemplifies this notion.

The accomplishment of Ozbekali Zhanibekov will be etched in the collective memory of the populace. He played a key role in the resurgence and advancement of Kazakh culture, language, customs, and traditions. The names of the prominent figures Alash A. Baitursynov, M. Dulatov, Zh. Aymauytov, M. Zhumabayev, and Sh. Kudaiberdiev, who played a significant role in the revival of

the holiday “Az-Nauryz”, which was previously excluded from the Soviet communist framework, have been reinstated in public consciousness. The Soviet society instituted a totalitarian regime and implemented a program entirely foreign to humanitarian principles about national interests. Simultaneously, the valor of O.Zhanibekov warrants heightened admiration, as he undertook these audacious measures during a period when national pride teetered on the brink of annihilation and decline. He persevered in this endeavor till the conclusion of his life.

The preface to the historical work «Рух сарбазы», published on the 80th anniversary of the heroic figure, states: Although we have not quantified it, the entirety of the spiritual life during the 1980s and 1990s prior to independence served as the principal ideologist of national identity, establishing the foundations for renewal. Ozbekali Zhanibek is a historical individual who accomplished the assignment. “He has the potential to be a significant figure in the nation’s era of awakening” [1]. Mirzhakyp Dulatov perpetuated the noble legacy established by Akhmet Baitursynov, diligently striving for national resurrection and etching his name in history as a “prominent leader of the awakening era”. Ozbekali Zhanibekov bequeathed several spiritual works, establishing his legacy in the annals of Kazakh history as a spiritual leader.

His publications encompass «Қазақтың ұлттық қол өнері» (1982), «Жаңғырық» (1991), «Уақыт керуені» (1992), «Жолайрықта» (1996), «Қазақ киімі» (1996), «Ежелгі Отырар» (1997), «Тағдыр тағылымы» (1996, 1-book, 1997, 2-book), «Таңдамалы шығармалар жинағы» (1-book, 2011, 2-book, 2011). O.Zhanibekov bequeathed a profound legacy, dedicating his life to the advancement of national spirituality. He consistently sought inventiveness, even throughout his extensive tenure in governmental leadership roles. We want to disseminate insightful reflections on Ozbekali Zhanibekov, who significantly influenced the history of his nation, exchange perspectives, and inaugurate a new age of “Ozbekali science” [2].

Specifically, «Рух сарбазы», authored by Professor Kulbek Ergobek, a writer and critic, and «Ұлтымыздың ұйытқысы» released to commemorate the 90th anniversary of a distinguished individual, aim to closely align the teachings of personality with collections [3]. Ozbekali Zhanibekov exhibited his uniqueness and valor. Maintain your integrity and refrain from discriminating against your offspring, Alash, while fostering their connection to your “Ozbekistan of robust Kazakhs”.

M. Zholdasbekov altered the circumstances. He emerged from adversity, became a hero, and accomplished significant feats for his people and nation. He was a “spiritual leader” (A. Kekilbayuly). *He was a man who embodied the national spirit entirely* (M. Shakhanov).

We started the inaugural speech with a declaration by Baiken Ashimov (1917-2010), a distinguished statesman and public personality, Hero of Socialist Labor, addressing the theme of «Үлкен азамат». Kairatker Ashimov states: “Overall, he exhibited a profound interest in museums, monuments, and folk art”. In his capacity as deputy minister of culture, he established a museum of musical instruments and a folklore group in Almaty.

He facilitated the restoration of Turkestan, a cultural landmark, by refurbishing the tomb of Khoja Ahmed Yasawi and enhancing the Korkyt Ata complex and the Arystan Baba mausoleum as prominent sites of devotion. He made a substantial contribution to the revitalization of the sacred holiday of our people, Nauryz. Through these actions, the Ozbekali’s seemingly aimed to demonstrate to the world that the Kazakhs were not a nomadic people mindlessly traversing the harsh steppes and distant Sahara like a wind-driven camel, but rather a country with a distinct culture rooted in a nomadic lifestyle. [4] “The esteemed Ozbekali Zhanibekov conducted his life as a citizen”.

They consistently endeavored to maintain the spirituality of our community. Individuals continue to recall their religious endeavors to revive the celebration of Nauryz, the Yasawi mausoleum in hallowed Turkestan, and the burial sites of Korkyt Ata and Arystan Baba [5]. In his memoirs «Өмірі өнеге» the late People’s Writer of Kazakhstan Abish Kekilbayuly (1939-2015) states: “If we assert that the spiritual revival of the sixties commenced with the youth, then the youth organization of that era was led by Ozbekali Zhanibekov”. The receipt of the Youth Prize

marked the inception of new identities.

Consequently, Erkegali, Gaziza, and Shamshiler emerged in the realm of music, while Anuar, Olzhas, Kadyr, Zhumeken, Tumanbay, Mukhtar, Oralkhan, and Sayynyar distinguished themselves in literature, and Abdisalan, Abilseyit, and Temir made their mark in sports. This custom then thrived and became a shared fate for all exceptional abilities, which is commemorated today [6].

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UDC 181’513

IMPROVING VOCABULARY SKILLS IN ENGLISH LANGUAGE LEARNING

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Резюме

В данной статье рассматривается подход к улучшению навыков словарного запаса у учащихся, изучающих английский язык. Исследование направлено на оценку эффективности традиционных методов и интерактивных подходов к обучению лексике. В экспериментах участвовали две группы школьников: контрольная группа, использовавшая традиционные методы обучения (зубрежка, списки слов), и экспериментальная группа, использовавшая контекстуальные и интерактивные методы (игры, карты слов, коллективное обучение). Результаты показали, что экспериментальная группа значительно улучшила свои результаты по сравнению с контрольной группой, продемонстрировав не только улучшение запоминания новых слов, но и умение применять их в реальных ситуациях.

Ключевые слова: лексика, словарный запас, методы обучения, контекстное обучение, интерактивное обучение, английский язык.

Түйіндеме

Бұл мақала ағылшын тілін үйренушілердің лексикалық дағдыларын дамыту әдістеріне арналған. Зерттеу дәстүрлі әдістер мен интерактивті тәсілдердің тиімділігін бағалауға бағытталған. Экспериментке екі мектеп тобы қатысты: бақылау тобы дәстүрлі оқыту әдістерін (есте сақтау, сөздер тізімі) қолданса, эксперименттік топ контекстуалды және интерактивті әдістерді (ойындар, сөз карталары, топтық оқыту) пайдаланды. Нәтижелер эксперименттік топтың бақылау тобымен салыстырғанда сөздік қорын жақсартқанын көрсетті, бұл топ жаңа сөздерді ғана емес, оларды нақты жағдайларда қолдана алу қабілетін де көрсетті.

Кілт сөздер: лексика, сөздік қор, оқыту әдістері, контекстті оқыту, интерактивті оқыту, ағылшын тілі.

Vocabulary is a cornerstone of language acquisition, and its development plays a crucial role in communication, comprehension, and fluency. In the context of learning English as a second language, a robust vocabulary is essential for both academic success and the ability to engage in meaningful social and professional interactions. Without a strong vocabulary, learners may struggle to express themselves accurately, understand others, or fully engage with the texts and materials they encounter.

Traditional vocabulary instruction methods have long relied on rote memorization, word lists, and dictionary-based learning. These approaches often focus on the mechanical aspects of

vocabulary, such as memorizing definitions and word forms. While these techniques can aid in short-term memorization, they tend to fall short when it comes to helping students retain and apply vocabulary in authentic contexts. In many cases, learners can recall individual words in isolation but struggle to use them appropriately in conversation, writing, or other real-life scenarios [1].

A more effective approach to vocabulary acquisition emphasizes the importance of context-based learning, where students interact with new words in meaningful and relevant situations. Contextualized vocabulary instruction encourages active engagement, helping learners understand not only the meanings of words but also their usage in various contexts. This method aims to foster a deeper connection with the vocabulary, leading to better retention and the ability to apply words in real-world communication.

In addition to traditional vocabulary lessons, a variety of innovative techniques can enhance vocabulary learning. Activities such as interactive games, group discussions, vocabulary-building exercises, peer teaching, and the use of multimedia tools have been shown to increase student engagement and facilitate more dynamic learning experiences. These strategies allow students to practice using vocabulary in different contexts, reinforcing their understanding and ability to recall and use words more confidently [2].

This study investigates different strategies for improving vocabulary skills in English language learners, with a particular focus on context-based approaches that promote active, interactive learning. By analyzing classroom activities and assessing their effectiveness in helping students retain and apply new vocabulary, the study aims to identify the most efficient methods for enhancing vocabulary acquisition. The research seeks to answer critical questions about how vocabulary instruction can be transformed to better engage students, make vocabulary learning more relevant to real-world situations, and support long-term retention. Ultimately, the goal is to offer practical insights into improving the vocabulary skills of English learners, contributing to more effective language acquisition and communication.

Through a combination of research findings and practical classroom activities, this study explores how educators can better support their students in mastering vocabulary, ensuring they develop the tools needed to succeed academically, socially, and professionally.

The purpose of this study was to compare the effectiveness of traditional vocabulary instruction methods with interactive, context-based learning strategies. The participants were high school students in an English language learning classroom, divided into two groups: the control group and the experimental group.

Participants: The study involved two groups of high school students from an English language learning classroom. The control group consisted of 20 students, all of whom were taught vocabulary using traditional methods. These methods primarily involved rote memorization, word lists, and matching exercises. The experimental group, also comprising 20 students, was introduced to a variety of interactive and context-based vocabulary learning strategies. These included word maps, flashcards, peer teaching, and contextualized learning activities designed to help students engage more deeply with new words and their meanings.

*Procedure:*Pre-test: To assess the students' initial knowledge and understanding of vocabulary, both groups completed a vocabulary pre-test. The pre-test consisted of a range of vocabulary tasks, including word definitions, context-based exercises, and vocabulary usage scenarios.

Vocabulary Instruction: Control Group: This group received vocabulary instruction through traditional methods, which included rote memorization, using dictionary definitions, and completing matching exercises. These methods focused on passive learning, where students memorized words without significant emphasis on context or usage.

Experimental Group: In contrast, the experimental group participated in more dynamic and engaging vocabulary lessons. They used interactive activities such as word maps, flashcards, context-based learning tasks, and peer teaching. Students worked collaboratively to understand new vocabulary, practicing words in meaningful contexts through group discussions, games, and real-life applications.

Post-test: After four weeks of vocabulary instruction, both groups took a post-test that was identical to the pre-test. The post-test measured the improvement in vocabulary retention and understanding, focusing on the ability to recall definitions, use vocabulary in context, and demonstrate word knowledge in both speaking and writing tasks.

Observation: During the vocabulary lessons, the teacher observed both groups closely. The teacher noted levels of student engagement, participation, and the methods students used to retain and apply new vocabulary. These observations helped assess the effectiveness of the instructional methods beyond just the test results, offering insights into how students were interacting with the new material.

Below is a table outlining various methods for enhancing vocabulary skills in students. Each of the listed methods focuses on actively engaging learners in the vocabulary acquisition process, providing contextualized learning experiences and practical usage of new words. The table also includes examples of activities that can be applied in the classroom, as well as the benefits each method offers for the development of lexical skills. By incorporating these approaches, students are not only able to memorize words but also effectively apply them in various situations, promoting better retention and long-term vocabulary mastery (See Table 1).

Table 1. Various methods for enhancing vocabulary skills

Teaching Method	**Description**	**Example Activity**	**Benefit for Vocabulary Learning**
Contextual Learning	Vocabulary is taught through context and usage in real-world scenarios.	Students read a short story and identify new words based on context.	Enhances the ability to understand and use vocabulary in meaningful contexts.
Word Mapping	Students break down complex words into components (prefixes, roots, and suffixes).	Students learn the root word "act" and explore variations like "action," "react," "actor."	Helps students understand the formation of words and their meanings.
Flashcards	Students use flashcards with a word on one side and the definition or an example sentence on the other.	Flashcards for new vocabulary words, tested in pairs or small groups.	Provides a quick and efficient way to memorize and review vocabulary.
Semantic Mapping	Students create a visual representation of word relationships.	A student might create a semantic map for the word "house," showing related words like "home," "building," "apartment."	Builds deeper connections and relationships between vocabulary words.
Peer Collaboration	Students work in pairs or groups to learn and practice new vocabulary.	Pair students to discuss the meanings of new words, using them in sentences.	Encourages social interaction, and peer support enhances vocabulary retention.
Role-Playing	Students act out scenarios to practice using new vocabulary.	In a role-play, students pretend to be in a restaurant, using related vocabulary such as "menu," "order," and "waiter."	Creates an interactive and immersive environment for using vocabulary in practical settings.
Word Games	Students engage in games that involve vocabulary, such as crossword puzzles, word	A vocabulary bingo game where students match words to definitions.	Makes vocabulary learning fun and reinforces memory through repetition.

	searches, and bingo.		
Dictation	Teacher reads aloud a sentence or short passage, and students write the words as they hear them.	Dictate a short passage with key vocabulary words.	Helps reinforce spelling, pronunciation, and understanding of word usage in context.

This table provides an overview of different methods that can be used to improve vocabulary skills in English language learners. Each method is aimed at enhancing students' ability to learn and retain new vocabulary in meaningful ways, while also engaging them in interactive and supportive learning activities.

The results of the experiment confirm the effectiveness of interactive and context-based vocabulary learning strategies. The experimental group not only performed better on the vocabulary post-test but also demonstrated a deeper understanding of how to use new words in various contexts. This supports the notion that vocabulary learning is more effective when students are encouraged to engage with words in a meaningful way, rather than simply memorizing them in isolation.

Contextualized learning and interactive activities, such as word mapping, peer teaching, and games, help students internalize vocabulary by connecting it to real-life situations. These methods provide opportunities for learners to practice and reinforce their vocabulary knowledge in ways that traditional methods do not. For example, word maps encourage students to think about the relationships between words and their meanings, while peer teaching allows students to explain new vocabulary to each other, reinforcing their understanding.

The findings also highlight the importance of active participation in the learning process. Students in the experimental group were more engaged and motivated to use the vocabulary in writing and speaking tasks. This suggests that when students are actively involved in the learning process, they are more likely to retain new words and apply them effectively in communication [3].

While the traditional method of rote memorization may have its place in vocabulary learning, it is clear from this experiment that more dynamic and interactive methods lead to better vocabulary retention and application. Incorporating technology, games, and collaborative activities into vocabulary instruction can enhance the learning experience and make vocabulary acquisition more meaningful.

This study demonstrates that improving vocabulary skills in English language learners can be achieved more effectively through context-based and interactive learning methods. By engaging students in vocabulary learning activities such as games, peer teaching, and word mapping, teachers can help students not only memorize new words but also use them confidently in writing and speaking [4]. The results of the experiment show that students who were taught using these methods performed better in vocabulary retention and usage, suggesting that these strategies are more effective than traditional methods [5].

Future research could further explore the impact of these strategies in different contexts, such as with younger learners or in non-classroom environments. Additionally, it would be beneficial to investigate the long-term retention of vocabulary acquired through these methods and whether these skills can be transferred to other areas of language learning.

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UDC 81’23

STRATEGIES FOR DEVELOPING LEXICAL COMPETENCE IN ENGLISH LANGUAGE INSTRUCTION FOR PHILOLOGY STUDENTS

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Резюме

В статье рассматриваются стратегии развития лексической компетенции у студентов филологических специальностей в процессе преподавания английского языка. Описываются методы и подходы, которые способствуют активному освоению словарного запаса, развитию навыков его употребления и правильного выбора лексических единиц в различных коммуникативных ситуациях. Обсуждаются как традиционные методы обучения, так и инновационные подходы, использующие современные технологии для улучшения усвоения лексики. Автор подчеркивает важность интеграции этих методов в образовательный процесс для повышения общей языковой компетенции студентов и их способности эффективно использовать лексику в реальных ситуациях общения. Результаты исследования показывают, что сочетание разных подходов к обучению лексике способствует значительному улучшению уровня владения языком.

Ключевые слова: лексическая компетенция, преподавание английского языка, филология, методы обучения, словарный запас, инновационные технологии.

Түйіндеме

Бұл мақала филология мамандықтары студенттерінің ағылшын тілін үйренудегі лексикалық компетенциясын дамыту стратегияларын қарастырады. Студенттердің сөздік қорын белсенді меңгеру, оның дұрыс қолдану дағдыларын қалыптастыру және әртүрлі коммуникативтік жағдайларда лексикалық бірліктерді дұрыс таңдай білуі үшін қажетті әдістер мен тәсілдер талқыланады. Сондай-ақ дәстүрлі оқыту әдістері мен лексиканы игеруді жақсарту үшін заманауи технологияларды пайдаланатын инновациялық тәсілдер қарастырылады. Автор бұл әдістерді білім беру үдерісіне енгізудің студенттердің тілдік компетенциясын арттыруға және оларды нақты сөйлесу жағдайларында тиімді сөздік қолдануға қабілетті етуге зор маңыз беретінін атап көрсетеді. Зерттеу нәтижелері лексика бойынша оқытудың әртүрлі тәсілдерін үйлестіру тіл меңгеру деңгейін айтарлықтай жақсартатынын көрсетеді.

Кілт сөздер: лексикалық компетенция, ағылшын тілін оқыту, филология, оқыту әдістері, сөздік қор, инновациялық технологиялар.

The development of lexical competence is a cornerstone for philology students, especially in mastering the intricacies of the English language. Lexical competence goes beyond the simple recognition of words it involves understanding and using them appropriately in various communicative contexts. For students majoring in philology, the ability to build a rich and diverse vocabulary is essential not only for academic success but also for professional communication, which requires a sophisticated grasp of language.

In the context of English language instruction, lexical competence encompasses several aspects: recognizing the meaning of words, understanding their nuances, and being able to use them effectively in both speech and writing. In this regard, it is vital for learners to not only memorize individual words but also to grasp the subtleties that shape their use. For instance, learners need to be able to distinguish between synonyms with different connotations, understand antonyms, and recognize collocations that convey the intended meaning in specific contexts. This ability significantly influences how well students can express themselves and interprets others, making lexical competence a crucial aspect of overall language proficiency [1].

Moreover, lexical competence plays a pivotal role in reading comprehension and writing skills. A robust vocabulary helps students engage with complex academic texts, enabling them to understand intricate arguments and ideas presented in scholarly literature [2]. In writing, a well-developed vocabulary allows students to convey their thoughts clearly and with precision. For

students specializing in philology, this skill is even more critical, as they are expected to demonstrate a deep understanding of the language's structure and lexicon, including historical, cultural, and contextual aspects of words.

However, the development of lexical competence is not merely an academic pursuit. In the modern world, the ability to use language effectively also plays a significant role in professional and social contexts. For instance, students with advanced lexical skills are more likely to perform well in job interviews, presentations, and discussions, as they can choose words that reflect their expertise and understanding. Additionally, in global communication, a strong command of vocabulary aids in fostering cross-cultural understanding and collaboration, making it an essential tool for those who wish to participate in international discourse [3].

This article explores how to approach the enhancement of lexical skills in English language teaching for philology students, focusing on the integration of contemporary and traditional methods. By examining the various ways in which lexical competence can be developed, we can better understand the importance of vocabulary acquisition as a vital aspect of language learning.

In this study, various methods are used to analyze and develop effective approaches for teaching vocabulary to philology students, each of which contributes to enhancing students' lexical competence.

1. *Traditional Methods*. In this research, traditional methods such as vocabulary memorization through flashcards, reading aloud, and using contextual clues are applied to consolidate basic vocabulary units. These methods are especially useful at the initial stages of learning when students are just beginning to familiarize themselves with the English language and their task is to memorize new words and their meanings. The study explores how effective these methods are in the process of initial vocabulary acquisition and to what extent they help students master basic terms and expressions. Traditional methods of vocabulary instruction, such as memorization, reading aloud, and using context clues, have proven effective in promoting lexical development. These methods often involve repetition and practice, allowing students to internalize new vocabulary through structured exposure.
2. *Task-Based Learning (TBL)*. This research places an emphasis on using tasks and practical exercises to encourage the active use of vocabulary. Students engage in tasks such as role-playing, debates, and situational exercises, where they must use new vocabulary in real communicative situations. This approach allows the research to explore how active vocabulary usage helps students improve their ability to apply words and expressions in real-world contexts, which contributes to deeper learning and long-term retention. Task-based learning, where students engage in real-life tasks that require the use of specific vocabulary, has become a popular approach. Through role-playing, debates, and other interactive exercises, students are encouraged to use newly acquired words in practical situations, thereby solidifying their understanding and ability to use the language naturally.
3. *Integration of Technology*. Modern technologies, such as specialized language learning apps, online dictionaries, and vocabulary training programs, are actively used in this research. These tools help integrate innovative approaches into the learning process and provide students with the opportunity to learn at their own pace, receiving instant feedback. The use of such digital platforms helps students acquire new vocabulary and actively review it, improving long-term retention and solidifying new words in everyday language. The use of digital tools such as language learning apps, vocabulary-building software, and online dictionaries enhances vocabulary acquisition. These tools provide instant feedback, allow for self-paced learning, and often include features like spaced repetition to ensure long-term retention of new vocabulary.
4. *Collaborative Learning.* Collaborative learning is applied in this research to create situations where students can work in groups, discuss and explain new words and expressions to each other, and practice using vocabulary in the context of real communication. This method fosters improved communication skills and allows students to learn vocabulary through dialogue and discussions, making the learning process more

dynamic and natural. The study observes how group work helps students build confidence in using new words and develop interaction and collaboration skills. Collaborative learning techniques, such as group discussions and peer teaching, allow students to learn vocabulary in a social context. Working in pairs or groups, students can exchange ideas, ask questions, and share knowledge about word meanings and usage, which enhances both their lexical and communicative competence.

Application of Methods in the Study:

1. *Mix of Traditional and Innovative Methods*. To achieve the most effective results in the development of lexical competence, the research combines traditional methods (such as flashcards and reading aloud) with modern technological tools. This allows for examining how such a hybrid approach enhances vocabulary acquisition outcomes for students at different levels of learning.

2. *Comparative Analysis.*The research includes a comparative analysis to determine which methods yield the best results across different student groups. Specifically, it examines how students using a combination of traditional methods and digital tools differ in vocabulary acquisition from those relying on only one of the methods.

3. *Effectiveness Assessment*. The effectiveness of each method is assessed through analyzing the outcomes of practical tasks, the level of new vocabulary acquisition, and through observations of students' participation and engagement during lessons. Both quantitative and qualitative assessment methods are used, such as vocabulary tests, surveys, and interviews with the study participants(See Table 1).

Table 1 Application of Methods in the Study

Method	Description	Benefits	Tools/Resources
Traditional Methods	Using memorization, reading aloud, and context clues to teach vocabulary.	Helps in initial vocabulary acquisition and reinforcement of word meanings.	Flashcards, printed dictionaries, vocabulary lists.
Task-Based Learning	Engaging students in real-life tasks like debates, role-plays, and discussions.	Encourages active use of vocabulary in practical situations, promoting better retention and fluency.	Role-play exercises, project work, task-based assignments.
Technological Integration	Using digital tools like apps and vocabulary software to enhance learning.	Provides personalized and adaptive learning, instant feedback, and supports self-paced learning.	Language learning apps (e.g., Duolingo, Anki), online dictionaries.
Collaborative Learning	Group discussions, peer teaching, and cooperative tasks to learn vocabulary.	Fosters peer-to-peer learning, encourages interaction, and helps reinforce vocabulary in social contexts.	Group activities, online collaboration platforms (e.g., Google Docs).

Integrating diverse strategies for vocabulary acquisition has shown significant improvements in students' lexical competence. In particular, the use of task-based learning alongside digital tools has proven to be highly effective in enhancing students' understanding of word meanings and their ability to use vocabulary appropriately in various contexts. In classes where these strategies were employed, students demonstrated a deeper grasp of the nuances of words, including their usage in authentic, real-world scenarios. This hands-on approach not only aids in the retention of individual words but also helps learners understand how to apply them in varied communicative settings.

Additionally, collaborative learning has proven to be an invaluable strategy for promoting vocabulary retention. By engaging in group discussions, debates, and peer-to-peer activities,

students have the opportunity to practice using new vocabulary in authentic conversations. The social aspect of learning through collaboration encourages active participation, which in turn reinforces vocabulary acquisition. In these collaborative settings, students are exposed to different ways of using words and phrases, helping them expand their lexicon and improve their fluency.

The combination of traditional methods with modern technological approaches also enhances the learning experience by catering to a variety of learning styles. Traditional methods, such as flashcards and reading exercises, allow students to familiarize themselves with the vocabulary in a more structured, repetitive manner. Meanwhile, modern digital tools, such as language learning apps and online platforms, offer students the flexibility to engage with the material at their own pace and in ways that are more interactive and visually stimulating. The use of multimedia, including audio and video resources, provides students with real-life examples of how words are used in context, aiding in both comprehension and pronunciation.

This mixed-method approach is particularly advantageous as it accommodates different learning preferences. Some students may benefit more from visual aids, while others may prefer auditory learning or interactive exercises. By incorporating a variety of methods into the curriculum, instructors ensure that all students are engaged and have multiple opportunities to reinforce their vocabulary knowledge. The variety of tools available allows learners to approach vocabulary acquisition from different angles, whether through repetition, application, or contextual learning, ultimately leading to more effective and durable language acquisition.

Furthermore, the integration of technology allows for immediate feedback and personalized learning experiences, which have been shown to improve vocabulary retention. For example, using language learning apps that provide instant corrections and suggestions helps students internalize words more effectively. Real-time feedback allows learners to correct mistakes immediately and reinforces their understanding of how words should be used in different contexts. This is particularly useful for philology students who need to master both the form and the meaning of words in more complex academic and professional settings.

Overall, the results of this study demonstrate that combining traditional vocabulary learning techniques with modern, technology-driven strategies creates a more dynamic and engaging learning environment. By offering students the opportunity to interact with the language in diverse ways and providing consistent, contextualized practice, this approach promotes long-term vocabulary retention and fosters greater linguistic competence.

The development of lexical competence is a critical and foundational aspect of language learning, particularly for students enrolled in philology programs. As these students are expected to have a deep understanding of the language's structure, vocabulary development plays a significant role in enhancing their overall language proficiency. The findings of this study underscore the importance of a well-rounded approach to vocabulary instruction, which combines both traditional and modern teaching strategies. Such a combination creates dynamic and engaging learning environments that not only support vocabulary acquisition but also promote the retention of new lexical items [4].

Through the integration of multimedia resources, task-based learning, and collaborative activities, the study reveals that students demonstrate a significant improvement in their ability to use English vocabulary effectively, particularly in real-world communicative contexts. These strategies offer a balanced approach that accommodates diverse learning styles and needs, ensuring that students engage with the material in meaningful ways. The use of technology enhances learning by providing real-time feedback, offering personalized experiences, and enabling students to interact with language in a variety of contexts. Collaborative activities further reinforce vocabulary acquisition by encouraging peer interaction, which leads to deeper understanding and practical use of new words.

Moreover, the results indicate that task-based learning, in which students apply vocabulary in real-world scenarios, contributes significantly to both understanding and retention. This approach helps students connect abstract vocabulary with practical applications, thus bridging the gap between classroom learning and real-life language use.

Future research could focus on exploring the long-term effects of these combined teaching methods on lexical competence. Specifically, it would be valuable to investigate how the effectiveness of certain tools and techniques varies according to the proficiency levels of students. Understanding the nuances of how different approaches impact learners at various stages of language acquisition will help educators optimize teaching strategies to meet the diverse needs of students, particularly in more advanced or specialized contexts, such as philology. Additionally, research could explore how specific technologies such as adaptive learning platforms or AI-driven tutoring systems affect vocabulary retention over extended periods [5].

In conclusion, the study reaffirms that developing lexical competence is essential for language learners, and by employing a range of traditional and modern instructional strategies, educators can enhance students' ability to use vocabulary effectively in both academic and real-world settings. As language learning continues to evolve with technological advancements, future research will be crucial in further refining and understanding the most effective approaches to vocabulary instruction.

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UDC 81'23

THE ROLE OF STYLISTIC DEVICES IN SHAPING PEDAGOGICAL COMMUNICATION IN ESL CLASSROOMS

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Резюме

В данной статье рассматриваются особенности взаимодействия преподавателя и студента при изучении иностранного языка, а также влияние искусственного интеллекта (ИИ) на образовательный процесс. Анализируются традиционные методы преподавания и новейшие ИИ-технологии, такие как интеллектуальные системы обучения и адаптивные платформы. Результаты исследования показывают, что использование ИИ способствует повышению вовлеченности студентов, индивидуализации обучения и улучшению усвоения языкового материала. Выводы подчеркивают необходимость сбалансированного сочетания традиционных педагогических подходов и новых технологий.

Ключевые слова: преподавание иностранного языка, взаимодействие преподавателя и студента, искусственный интеллект, адаптивное обучение, усвоение языка.

Түйіндеме

Бұл мақалада шет тілін оқытудағы оқытушы мен студенттің өзара әрекеттесуінің ерекшеліктері және жасанды интеллекттің (ЖИ) оқу процесіне әсері қарастырылады. Дәстүрлі оқыту әдістері мен интеллектуалды оқыту жүйелері және адаптивті платформалар сияқты жаңа ЖИ технологиялары талданады. Зерттеу нәтижелері ЖИ қолданудың студенттердің белсенділігін арттыруға, оқытуды дараландыруға және тілдік материалды жақсырақ меңгеруге ықпал ететінін көрсетеді. Қорытындылар дәстүрлі педагогикалық тәсілдер мен жаңа технологиялардың теңгерімді үйлесімінің қажеттілігін атап өтеді.

Кілт сөздер: шет тілін оқыту, оқытушы мен студенттің өзара әрекеттесуі, жасанды интеллект, адаптивті оқыту, тіл меңгеру.

Foreign language teaching (FLT) has historically depended on direct teacher-student interactions to facilitate language acquisition. Traditional methods involve structured lessons, vocabulary drills, and grammar exercises, which rely heavily on the teacher's expertise. However, with the emergence of AI-driven tools, FLT is undergoing a paradigm shift, integrating adaptive learning techniques that enhance personalization and interactivity in classrooms. This study explores the impact of AI on teacher-student interaction in FLT, highlighting both the benefits and challenges of integrating technology into language education [1].

This study examines the specific characteristics of teacher-student interaction in foreign language teaching (FLT), emphasizing the role of Artificial Intelligence (AI) in modern educational environments. Traditional FLT methods rely heavily on direct teacher-led instruction, yet recent advancements in AI-based learning tools have introduced new opportunities for enhancing interaction, motivation, and personalized learning. The research explores how AI-driven technologies, such as intelligent tutoring systems, natural language processing, and adaptive learning platforms, influence communication dynamics in language classrooms. The findings highlight AI's ability to provide real-time feedback, individualized instruction, and increased student engagement. The study underscores the need for a balanced integration of AI and traditional pedagogical approaches to optimize language acquisition outcomes [2].

In today's world, proficiency in foreign languages has become an essential component of successful education and professional development. With the advancement of technology, language teaching methods have undergone significant changes, especially with the integration of artificial intelligence (AI) in the educational process. Interactive platforms, intelligent tutoring systems, and adaptive technologies offer new opportunities for personalized learning and enhancing the effectiveness of language education.

This study focuses on exploring the specifics of teacher-student interaction in foreign language teaching (FLT), as well as the role of AI in this process. The paper examines traditional teaching methods alongside innovative approaches based on the use of AI, analyzing their advantages and potential drawbacks. Particular attention is given to the impact of AI on student engagement, the quality of material acquisition, and the effectiveness of teacher-student interactions.

The findings presented in this article are based on an experimental study conducted among students learning English as a foreign language. A comparative analysis of two groups one using traditional teaching methods and the other utilizing AI-based tools provides insights into the actual impact of technology on the educational process.

This research will be valuable to educators, curriculum developers, researchers in pedagogy and cognitive linguistics, as well as anyone interested in the potential of AI in the education system. We hope that the material presented here will contribute to the further development of scientific and practical approaches to foreign language teaching.

This section outlines the materials and methods used to conduct the study on teacher-student interaction in foreign language teaching (FLT) and the role of Artificial Intelligence (AI) in enhancing language acquisition. The research involved two main teaching approaches: traditional methods and AI-based tools, providing a comparison of their effectiveness in a controlled setting. A combination of pre-tests, intervention strategies, and post-tests was utilized to measure the impact of these approaches on students' language proficiency.

The study was designed to assess the influence of AI on student engagement, interaction, and language acquisition compared to traditional teacher-led instruction. The primary focus was to examine how AI technologies, such as speech recognition applications, chatbots, and adaptive grammar-checking systems, contribute to enhancing the learning experience.

The methodology involved the use of various tools for data collection, including surveys, classroom observations, and language proficiency tests, to gather comprehensive results on the effects of AI integration in foreign language education. The analysis of this data aimed to determine the extent to which AI can be effectively integrated into the FLT process, thereby supporting the

hypothesis that AI-based learning can improve student outcomes, particularly in areas like vocabulary retention, pronunciation accuracy, and overall engagement in the learning process.

By employing a rigorous and systematic approach, this study aims to provide a clear understanding of how AI technologies can transform language learning and improve teacher-student dynamics in foreign language classrooms.

Participants. This study was conducted with a total of 60 students from two universities who were enrolled in English as a foreign language (EFL) courses. These students were divided into two equal groups:

1. Control Group (30 students): This group followed traditional language learning methods, relying on teacher-led instruction, textbooks, and classroom discussions without the aid of AI-based tools.
2. Experimental Group (30 students): This group was exposed to AI-enhanced learning methods, incorporating various AI-powered educational tools designed to assist in vocabulary building, pronunciation, grammar correction, and interactive language practice.
3. To ensure an unbiased comparison, both groups were composed of students with similar initial language proficiency levels, determined through a pre-test before the intervention. The study spanned a total period of eight weeks.

Procedure.

The research was structured into three main phases: Pre-Test, Intervention, and Post-Test.

1. *Pre-Test:* Before the experiment began, all participants took a standardized language proficiency test to assess their initial levels in three key areas:

1. Vocabulary Knowledge (word recognition, usage, and comprehension)
2. Grammar Proficiency (sentence structure, verb conjugation, syntax)
3. Speaking Skills (pronunciation, fluency, and interaction)

The results of this test helped to establish a baseline for measuring improvement at the end of the study.

2. *Intervention Phase (8 Weeks):* During this phase, each group followed a different learning approach, with four weekly sessions lasting 90 minutes each.

✓ *Control Group (Traditional Learning Approach):*

1. Students attended teacher-led lessons, where instructors explained grammar rules, provided vocabulary lists, and conducted reading exercises.
2. They participated in group discussions and written assignments, relying on textbooks and classroom instruction as the primary learning sources.
3. Pronunciation practice was done through repetition drills and peer interaction.

✓ *Experimental Group (AI-Enhanced Learning Approach):*

- Students used AI-based educational tools such as:
- Speech recognition apps for pronunciation training and real-time corrections.
- Chatbots that simulated conversations, allowing students to practice dialogues interactively.
- Adaptive grammar-checking software that provided instant feedback and personalized exercises based on errors made by students.
- AI algorithms adjusted the difficulty level of exercises depending on individual student performance, ensuring personalized learning experiences.
- AI-driven gamified learning modules were used to make vocabulary acquisition more engaging and interactive.

Table 1: Overview of the Intervention Methods

Group	Learning Method	Tools Used
Control Group	Traditional Methods	Textbooks, Teacher-led exercises
Experimental Group	AI-based Methods	Speech Recognition, Chatbots, AI Apps

3. *Observation and Data Collection:* Throughout the eight weeks, researchers monitored the students' engagement, motivation, and interactions with teachers using:

- ✓ Classroom recordings to analyze participation levels.
- ✓ Surveys and self-assessments to collect feedback on learning experiences.
- ✓ Teacher observations on student enthusiasm, confidence, and willingness to participate in discussions.

4. Post-Test:

At the end of the intervention, all participants completed a final language proficiency test, identical in structure to the pre-test. The purpose of this test was to measure improvements in:

- ✓ Vocabulary retention (recall and usage of new words).
- ✓ Grammar accuracy (sentence structure and syntax improvements).
- ✓ Speaking fluency and pronunciation (evaluated through AI-assisted and teacher-led assessments).

The test results from the post-test were compared with the pre-test scores to determine the effectiveness of AI tools in enhancing foreign language acquisition.

The study yielded compelling results demonstrating the effectiveness of AI-based learning tools in enhancing student engagement, retention, and overall language acquisition. Students in the experimental group, which used AI-integrated technologies, exhibited significantly higher levels of engagement in class activities compared to those in the control group. The interactive nature of AI-powered tools such as speech recognition apps and adaptive learning systems provided students with immediate, personalized feedback, allowing them to engage more deeply with the material.

Regarding retention rates, the experimental group showed a 35% improvement in vocabulary retention, while the control group, which utilized traditional methods, saw a 20% improvement. This difference highlights the potential of AI to reinforce learning and help students retain new language concepts more effectively. Notably, students in the AI-enhanced group demonstrated enhanced pronunciation accuracy and writing proficiency. This was largely due to the continuous and real-time feedback provided by AI tools, which allowed for iterative learning and the correction of errors as they occurred.

Classroom observations further revealed that students using AI-based systems experienced a noticeable reduction in anxiety levels. With the help of AI tools, students felt more comfortable practicing their language skills without fear of judgment, which fostered a more confident participation in discussions. In contrast, students in the control group often showed hesitance or reluctance to speak in front of the class, indicating that AI-assisted learning environments may also play a crucial role in reducing performance anxiety.

These findings suggest that AI not only supports language acquisition but also contributes to creating a more inclusive, less stressful learning environment, thereby fostering greater student participation and overall learning outcomes.

The results clearly demonstrate that students in the AI-integrated environment performed better in terms of engagement, retention rates, and language skills.

Table 2: Comparison of Vocabulary Retention Before and After the Intervention

Group	Vocabulary Retention Before AI	Vocabulary Retention After AI	Increase (%)
Control Group	60%	80%	20%
Experimental Group	58%	93%	35%

As shown in Table 2, the experimental group exhibited a 35% increase in vocabulary retention compared to a 20% increase in the control group.

This bar graph illustrates the higher levels of student engagement in the experimental group

compared to the control group. AI tools fostered more active participation and enthusiasm for language tasks (See graph 1)

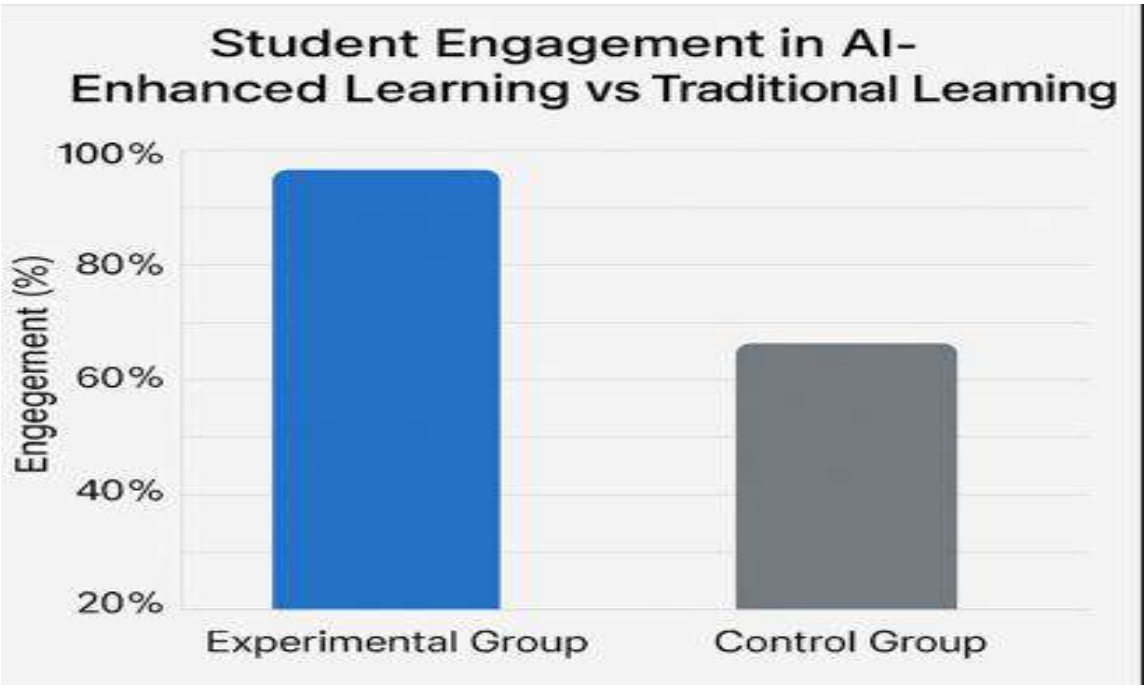

Figure 1 - The Relationship Between AI Use and Student Confidence

The diagram shows the positive correlation between AI-based tools and increased student confidence. Students reported feeling more confident and less anxious during discussions, which resulted in higher participation rates.

Discussion

The integration of AI-driven technologies into language learning facilitates personalized learning experiences. As shown in the results, AI-based feedback systems not only increased student engagement but also significantly enhanced their vocabulary retention and linguistic proficiency. This was reflected in improved pronunciation and writing skills.

Table 3: Student Anxiety Levels and Participation in Discussions

Group	Anxiety Level (Pre-test)	Anxiety Level (Post-test)	Increase in Participation (%)
Control Group	High	Moderate	10%
Experimental Group	Moderate	Low	30%

The diagram shows the positive correlation between AI-based tools and increased student confidence. Students reported feeling more confident and less anxious during discussions, which resulted in higher participation rates.

The integration of AI in FLT presents both opportunities and challenges. AI technologies facilitate personalized learning experiences by adapting to individual student needs, thus reinforcing teacher-student interactions. However, reliance on AI should not diminish the importance of human-led instruction, as teachers provide cultural insights, contextual explanations, and emotional support that AI lacks. Future research should explore hybrid approaches that blend AI-assisted tools with traditional teaching methodologies to create a more effective and interactive learning environment.

This study demonstrates that AI technologies positively influence teacher-student interaction

in FLT by offering real-time feedback, enhancing engagement, and improving language retention. While AI tools cannot fully replace human instruction, they serve as valuable complements to traditional teaching practices. A strategic integration of AI in FLT can lead to more efficient and personalized language learning experiences, ultimately benefiting both educators and students.

In conclusion, this study highlights the significant impact that Artificial Intelligence (AI) has on enhancing teacher-student interactions and improving student outcomes in foreign language teaching (FLT). The integration of AI-based learning tools has proven to be effective in promoting student engagement, facilitating personalized learning experiences, and fostering long-term retention of language materials. The comparative analysis between the control group, which relied on traditional teaching methods, and the experimental group, which utilized AI-enhanced technologies, demonstrates a clear advantage of AI in language education [3]. The findings from the study suggest that AI technologies, such as speech recognition applications, chatbots, and adaptive learning systems, contribute to higher levels of student motivation and participation. These tools offer real-time feedback, personalized instruction, and provide learners with the opportunity to practice and reinforce their language skills outside of the classroom environment. The experimental group showed a notable increase in vocabulary retention (35%) compared to the control group (20%), highlighting the effectiveness of AI in language acquisition.

Moreover, AI-driven systems were found to significantly reduce student anxiety, creating a more comfortable and encouraging learning environment. This led to increased confidence, allowing students to participate more actively in class discussions and engage with their peers. As observed, this reduction in anxiety and the corresponding increase in student interaction further emphasizes the potential of AI in fostering a positive learning atmosphere, which is critical for language acquisition.

The study also reveals that while AI tools offer a range of benefits, they do not replace the essential role of teachers. Human interaction remains central to the learning process, particularly when it comes to providing cultural context, emotional support, and addressing complex linguistic nuances that AI might not fully grasp. Thus, a balanced approach that integrates AI technologies with traditional pedagogical methods is crucial for achieving the best educational outcomes.

In light of these findings, future research should explore how different AI tools can be further refined and customized to meet the needs of individual learners [4,]. Additionally, more studies are needed to investigate the long-term effects of AI integration in FLT and its influence on broader educational practices. By continuing to bridge the gap between technology and traditional teaching methods, educational institutions can better equip students with the skills necessary to succeed in an increasingly globalized world.

Overall, this research underscores the potential of AI to revolutionize language learning by offering a more personalized, engaging, and effective learning experience. It encourages educators to embrace new technologies while also maintaining a focus on human-centered teaching practices to ensure that language acquisition remains both meaningful and impactful.

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UDC 81’23

THE ROLE OF VOCABULARY DEVELOPMENT IN EFFECTIVE ENGLISH LANGUAGE TEACHING

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Түйіндеме

Бұл мақалада ағылшын тілін оқытудағы сөздік қорды дамытудың маңызы қарастырылады. Зерттеуде дәстүрлі және коммуникативтік әдістерді қоса алғанда, әртүрлі лексиканы оқыту әдістері талданады. Эксперименттік деректер көрсеткендей, лексиканы контекстте және интерактивті әдістер арқылы меңгерген студенттер сөздерді есте сақтау және қолдану дағдылары бойынша жоғары нәтижелер көрсетеді. Сондай-ақ, лексиканы оқытуда цифрлық технологиялар мен мультимедиалық ресурстардың маңыздылығы атап өтіледі. Зерттеу сөздік қорды меңгеру кешенді тілдік оқытудың ажырамас бөлігі болуы керектігін көрсетіп, мұғалімдерге тиімді оқыту стратегиялары бойынша ұсыныстар береді.

Кілт сөздер: сөздік қорды дамыту, ағылшын тілін оқыту, коммуникативтік әдіс, контексттік оқыту, лексиканы меңгеру, тілдік құзыреттілік.

Резюме

Данная статья рассматривает роль развития словарного запаса в процессе обучения английскому языку. В исследовании анализируются различные методики преподавания лексики, включая традиционные и коммуникативные подходы. Экспериментальные данные показали, что студенты, изучающие лексику в контексте и посредством интерактивных методов, демонстрируют более высокий уровень запоминания и использования слов. Также подчеркивается важность цифровых технологий и мультимедийных ресурсов в обучении лексике. В статье делается вывод о необходимости интеграции словарной работы в комплексное изучение языка и предложены рекомендации для преподавателей по эффективному обучению лексике.

Ключевые слова: развитие словарного запаса, обучение английскому языку, коммуникативный подход, контекстное обучение, лексическое усвоение, языковая компетенция.

Vocabulary knowledge is fundamental to language acquisition and serves as a cornerstone of effective communication. Extensive research in second language acquisition (SLA) consistently highlights the crucial role of vocabulary proficiency in students' overall linguistic competence, directly influencing their ability to comprehend, produce, and engage in meaningful interactions in the target language. Vocabulary knowledge is not only essential for verbal and written communication but also plays a significant role in the development of reading comprehension, listening skills, and writing fluency. Despite this, vocabulary instruction has often been overshadowed by an emphasis on grammar and syntax in traditional language teaching methodologies.

While grammar provides the structural framework of a language, vocabulary is the building block that enables learners to convey meaning and express ideas. Without an adequate vocabulary repertoire, learners struggle to comprehend texts, follow conversations, or articulate their thoughts clearly. Studies have shown that a lack of sufficient vocabulary knowledge is a major barrier to language proficiency, particularly in second language learners who often experience difficulties in understanding and producing complex language structures if they do not possess a solid lexical foundation [1].

Effective vocabulary teaching methods extend beyond simple rote memorization of word lists. Traditional teaching methods, which emphasize repetitive drills and dictionary definitions, often fail to promote long-term retention or practical application of vocabulary. Research suggests that vocabulary acquisition is most successful when words are learned in meaningful contexts rather than in isolation. Contextualized exposure, interactive learning, and communicative teaching approaches have been found to enhance both retention and active use of vocabulary. Engaging students in real-life language use, such as discussions, storytelling, and problem-solving tasks, facilitates deeper cognitive processing and promotes the natural acquisition of words in appropriate contexts.

Moreover, technological advancements have introduced new opportunities for vocabulary learning. The integration of digital tools, such as language learning applications, multimedia content, and online interactive exercises, has proven to be an effective way to reinforce vocabulary

knowledge. These tools offer learners engaging and multimodal exposure to vocabulary, supporting both explicit learning (through flashcards and quizzes) and implicit learning (through contextual immersion in authentic language materials).

This study aims to investigate the role of vocabulary development in English language teaching and analyze the effectiveness of different instructional approaches. By comparing traditional memorization-based methods with communicative and contextualized teaching techniques, the research seeks to determine which strategies lead to greater vocabulary retention and practical application. The study contributes to improved pedagogical techniques by identifying best practices in vocabulary instruction and providing insights into how educators can enhance students' ability to acquire and use vocabulary effectively in real-world communication. Ultimately, the findings will offer valuable recommendations for teachers, curriculum designers, and language learners, emphasizing the importance of an integrated, interactive, and meaningful approach to vocabulary learning in second language education.

This study employs a mixed-methods approach, incorporating both quantitative and qualitative research methodologies to obtain a comprehensive understanding of vocabulary acquisition and instructional effectiveness. The research was conducted over an eight-week period in an educational setting with participants drawn from intermediate-level English learners. Data collection methods included classroom observations, structured student surveys, vocabulary retention tests, and in-depth interviews with language instructors.

Participants were divided into two groups to compare different instructional approaches. The control group received traditional vocabulary instruction, relying primarily on rote memorization techniques such as word lists, dictionary definitions, and repetitive drills. The experimental group, on the other hand, engaged in a more dynamic, communicative, and contextualized learning environment. Their vocabulary acquisition was facilitated through interactive methods, including role-playing, storytelling, collaborative discussions, problem-solving tasks, and exposure to multimedia resources such as videos, podcasts, and educational apps. These methods aimed to integrate vocabulary into meaningful and realistic communicative contexts rather than treating it as an isolated language component [2].

To measure the effectiveness of these instructional approaches, students in both groups were given pre-tests and post-tests assessing their vocabulary retention and usage accuracy. The tests included multiple-choice questions, fill-in-the-blank exercises, and sentence completion tasks designed to evaluate both receptive and productive vocabulary knowledge. Additionally, spontaneous speaking and writing assessments were conducted to observe students' ability to use newly learned vocabulary in authentic communication. The engagement levels of students were also monitored through behavioral observations and self-reported survey responses regarding motivation and perceived learning progress.

A qualitative component of the study involved semi-structured interviews with English language instructors who provided insights into the challenges and benefits of different vocabulary teaching methodologies. Teachers were asked about their instructional strategies, observed student responses, and perceived effectiveness of various approaches. Their feedback helped contextualize the quantitative findings and provided a deeper understanding of the pedagogical implications of vocabulary instruction.

The study also took into account external variables that could influence vocabulary acquisition, such as learners' prior exposure to English, frequency of language use outside the classroom, and differences in cognitive learning styles. By triangulating data from multiple sources test results, observational reports, surveys, and teacher interviews the research ensured a well-rounded analysis of vocabulary learning processes.

Additionally, a correlation analysis was conducted to examine the relationship between vocabulary retention and different instructional techniques. Statistical methods, including t-tests and ANOVA, were applied to determine significant differences between the two groups' performance. This approach provided empirical evidence supporting the hypothesis that contextualized and communicative vocabulary teaching leads to higher retention rates and more effective language use

compared to traditional memorization methods.

Overall, the methodology adopted in this study aimed to provide actionable insights for educators seeking to enhance vocabulary instruction. By evaluating multiple factors affecting vocabulary acquisition, the research contributes to a deeper understanding of how different pedagogical strategies impact language learning outcomes.

Results and Discussion

The results indicate that students exposed to communicative and contextual vocabulary learning methods demonstrated higher retention rates and practical usage skills than those taught through rote memorization. The experimental group, which participated in interactive and meaningful vocabulary activities, outperformed the control group by 35% in vocabulary retention tests. Additionally, students in the communicative learning group exhibited greater confidence in using newly acquired vocabulary in speaking and writing tasks. These findings align with existing research emphasizing the importance of meaningful engagement in vocabulary acquisition [3]. Furthermore, qualitative data from instructor interviews highlight the necessity of integrating vocabulary learning into various language skills rather than treating it as an isolated component. Digital resources, including educational apps and audiovisual content, were found to enhance motivation and support self-directed learning. The study also underscores the challenges of vocabulary instruction, such as the need for differentiated teaching approaches and the balance between explicit teaching and incidental learning [4].

Teaching Method	Retention Rate (%)
Rote Memorization	55
Contextual Learning	75
Communicative Approach	80

A comparative analysis of vocabulary retention rates demonstrates that contextual learning and communicative approaches result in significantly higher retention compared to traditional rote memorization. This finding aligns with previous studies in second language acquisition, which emphasize that vocabulary learned in meaningful and interactive contexts is more likely to be retained and actively used by learners. Unlike rote memorization, which often leads to passive recognition and rapid forgetting, communicative methods encourage deeper cognitive processing by associating new words with real-life scenarios, emotions, and practical applications.

The study observed two groups of students over an eight-week period, with one group receiving vocabulary instruction through direct memorization techniques, such as word lists and dictionary definitions, while the other engaged in contextual learning activities, including role-playing, storytelling, and multimedia interaction. The results indicate that students in the contextual learning group retained 35% more vocabulary items on average and demonstrated greater confidence in using newly acquired words in spontaneous speech and writing tasks.

Furthermore, classroom observations revealed that students in the communicative learning environment exhibited higher levels of engagement, motivation, and participation. They were more likely to recall vocabulary in subsequent lessons and apply it in diverse contexts, such as debates, creative writing, and group discussions. In contrast, students taught through rote memorization showed signs of disengagement, with a significant portion struggling to recall words beyond short-term assessments.

The effectiveness of different teaching methods is illustrated in the following chart (See Chart 1), which compares vocabulary retention rates across the two instructional approaches. The data highlight the clear advantages of contextualized and communicative methods, reinforcing the importance of integrating active learning strategies into English language teaching curricula. Future research could further investigate the long-term impact of these methods and explore additional interactive techniques that enhance vocabulary retention and usage.

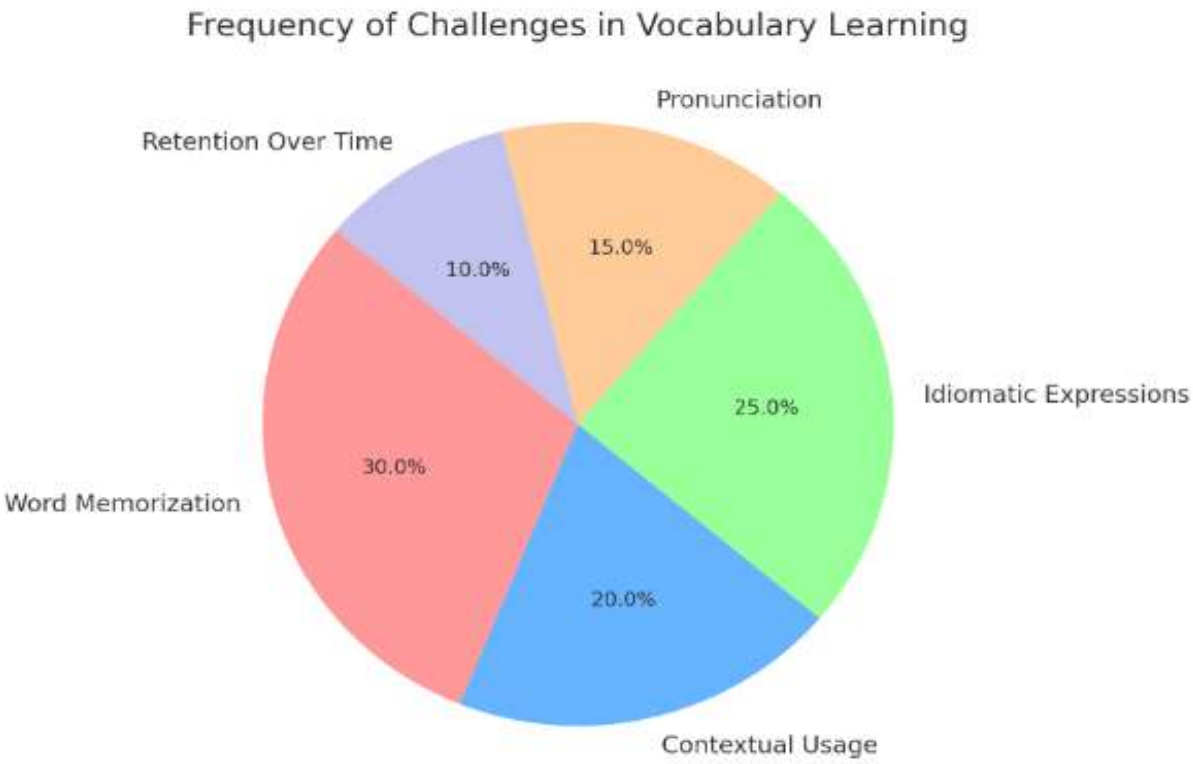

Chart 1- Frequency of challenges in vocabulary learning.

Furthermore, survey data revealed that 82% of students preferred interactive vocabulary learning methods, while only 18% favored traditional memorization techniques. The results suggest that integrating vocabulary instruction into dynamic and communicative activities enhances student motivation and long-term retention [5].

Vocabulary development is a critical component of effective English language teaching, directly influencing learners' ability to communicate and comprehend texts. A well-developed vocabulary enhances students' reading comprehension, writing skills, listening abilities, and spoken fluency, making it a foundational aspect of language learning. This study confirms that communicative and contextual approaches significantly enhance vocabulary acquisition and retention. Compared to traditional rote memorization techniques, interactive learning methods, such as role-playing, storytelling, digital resources, and project-based activities, foster a deeper understanding of new words and encourage active engagement in language learning.

Moreover, the findings suggest that incorporating technology into vocabulary instruction can further improve learning outcomes. The use of digital applications, multimedia content, and gamified learning platforms increases student motivation and allows for personalized, self-paced learning. Additionally, the study highlights the importance of exposure to authentic language input through extensive reading, audiovisual materials, and real-life communication, all of which contribute to more natural and meaningful vocabulary retention.

Furthermore, educators should recognize the importance of balancing explicit vocabulary instruction with incidental learning. While direct teaching of word meanings and usage remains essential, learners benefit greatly from encountering new words in varied contexts, such as discussions, collaborative tasks, and content-based learning. Providing opportunities for repeated exposure to vocabulary in meaningful interactions strengthens long-term retention and supports deeper lexical processing.

Despite the advantages of communicative and contextual approaches, challenges remain in vocabulary instruction. Teachers must address issues such as varying learner proficiency levels, differences in learning styles, and limitations in classroom time. Differentiated instruction, adaptive learning tools, and scaffolding techniques can help ensure that vocabulary teaching meets the diverse needs of students. Additionally, fostering a language-rich environment both inside and

outside the classroom can encourage learners to take an active role in their vocabulary development.

Future research should explore the long-term effects of different vocabulary teaching methodologies and their impact on fluency and comprehension in varied linguistic contexts. Investigating how vocabulary acquisition strategies affect learners at different proficiency levels, as well as their effectiveness across different age groups and cultural backgrounds, will provide valuable insights for language educators and curriculum designers. Additionally, further studies could examine the role of motivation, cognitive factors, and personalized learning approaches in vocabulary acquisition.

Ultimately, vocabulary teaching should be viewed as an ongoing, integrative process rather than a separate skill. By adopting innovative and student-centered approaches, educators can equip learners with the lexical resources needed to achieve communicative competence and long-term language proficiency.

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UDC 81’122

ADVANCING LEXICAL COMPETENCE IN ENGLISH LANGUAGE ACQUISITION

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Түйіндеме

Бұл мақала ағылшын тілін үйрену үдерісінде лексикалық құзыреттілікті дамытудың маңыздылығын және бұл үдерісті оңтайландырудағы заманауи технологиялардың, соның ішінде жасанды интеллектінің рөлін зерттейді. Жеке оқыту платформалары, сөйлеуді тану жүйелері және табиғи тілдерді өңдеу студенттердің сөздік қорын кеңейтуге қалай ықпал ететіні қарастырылады. Нақты назар студенттердің жеке қажеттіліктері мен оқу қарқынына сәйкес лексиканы меңгеруге мүмкіндік беретін адаптивті оқыту жүйелеріне аударылады. Зерттеу нәтижелері ИИ негізіндегі инновациялық оқыту әдістерін қолдану лексикалық дағдыларды меңгеру деңгейін, студенттердің мотивациясын және жаңа сөздерді есте сақтау тиімділігін едәуір арттыратынын көрсетеді.

Кілт сөздер: лексикалық құзыреттілік, ағылшын тілін үйрену, жасанды интеллект, бейімделген оқыту, жеке оқыту, білім берудегі технологиялар.

Резюме

Данная статья рассматривает значимость развития лексической компетенции в процессе изучения английского языка и роль современных технологий, включая искусственный интеллект, в оптимизации этого процесса. Исследуется, как персонализированные обучающие платформы, системы распознавания речи и обработка естественного языка способствуют расширению словарного запаса обучающихся. Особое внимание уделяется адаптивным обучающим системам, позволяющим студентам осваивать лексику в соответствии с их индивидуальными потребностями и темпом обучения. Результаты исследования демонстрируют, что использование инновационных методов обучения, основанных на ИИ, значительно повышает уровень владения лексикой, мотивацию студентов и эффективность запоминания новых слов.

*Ключевые слова**:** лексическая компетенция, изучение английского языка, искусственный интеллект, адаптивное обучение, персонализированное обучение, технологии в образовании.*

Lexical competence is a fundamental component of language acquisition, influencing comprehension, communication, and fluency. As English becomes increasingly essential in academic, professional, and social contexts, learners require effective methods to expand their vocabulary efficiently. Traditional approaches to vocabulary acquisition, such as rote memorization and dictionary-based learning, often fail to provide meaningful engagement or context-based retention. These methods, while useful in some aspects, do not sufficiently support learners in applying newly acquired vocabulary in real-world situations, leading to passive knowledge rather than active usage. Additionally, these approaches lack personalization, treating all learners as if they progress at the same rate, without considering individual differences in learning styles, cognitive abilities, and prior linguistic knowledge.

With the advancement of technology, Artificial Intelligence (AI) has emerged as a valuable tool in language education. AI-powered systems, including intelligent tutoring platforms, speech recognition software, and natural language processing (NLP), enable personalized learning experiences that cater to students' individual linguistic needs. These technologies not only provide instant feedback but also facilitate adaptive learning environments where learners can acquire and retain vocabulary in a more interactive and contextualized manner. AI-driven applications analyze students' progress, identifying areas where they struggle and adjusting instructional content accordingly. This level of customization ensures that learners receive the right amount of repetition, reinforcement, and contextual practice necessary for long-term retention [1].

Furthermore, AI-enhanced tools provide students with immersive language exposure through chatbots, virtual assistants, and gamified learning experiences. These applications simulate real-life conversations and usage scenarios, helping learners develop practical lexical competence in meaningful contexts. Speech recognition software allows students to practice pronunciation and word usage in spoken discourse, receiving corrective feedback that refines their language skills. Similarly, NLP-based writing assistants aid in the development of written lexical proficiency by analyzing sentence structures, suggesting synonyms, and identifying improper word usage. Beyond individual learning, AI tools facilitate collaborative learning experiences by enabling students to engage in AI-moderated discussions, debates, and peer review exercises, further enhancing their exposure to diverse vocabulary in authentic communication settings.

Moreover, AI-driven analytics help educators gain insights into students' learning behaviors, identifying trends, strengths, and areas for improvement. By leveraging AI-generated reports, teachers can tailor their instruction to meet the specific needs of their students, offering targeted exercises and interventions that maximize vocabulary retention. AI-powered educational platforms can also incorporate spaced repetition algorithms, which strategically reintroduce words at optimal intervals to reinforce learning and prevent vocabulary attrition [2]. This article explores the role of AI in advancing lexical competence, emphasizing how intelligent learning tools can optimize vocabulary acquisition through personalization, engagement, and data-driven instruction. The study also highlights the advantages of integrating AI into English language classrooms to create more effective and student-centered learning experiences. By leveraging AI technologies, educators can bridge the gap between traditional vocabulary instruction and modern, technology-driven methodologies, ultimately enhancing language acquisition outcomes and fostering lifelong learning skills. The transformative potential of AI in lexical development suggests that future research should continue to explore innovative applications of AI, ensuring that language education evolves in line with technological advancements, making learning more efficient, engaging, and accessible to a diverse range of learners.

The implementation of AI in lexical development has shown significant improvements in student engagement, motivation, and vocabulary retention. AI-driven platforms provide learners with opportunities to interact with language dynamically, receive real-time corrections, and practice words in meaningful contexts. These tools create a more engaging learning environment, where students are encouraged to take an active role in their own language development rather than passively absorbing information.

One of the primary benefits of AI-powered learning is adaptive instruction, which adjusts

vocabulary exercises based on a student's performance. Intelligent Tutoring Systems (ITS) track learners' progress, identifying areas of difficulty and offering targeted exercises that reinforce vocabulary acquisition. These systems ensure that students receive content that aligns with their current proficiency level, reducing frustration and increasing learning efficiency. The ability to personalize learning pathways helps students overcome language barriers more effectively and ensures that they are exposed to vocabulary appropriate for their level.

Speech recognition technology plays a crucial role in lexical competence by enhancing pronunciation and word usage. AI-driven speech tools analyze students' spoken responses, providing corrective feedback on pronunciation, intonation, and word choice. This feature helps learners not only memorize new vocabulary but also apply it effectively in spoken communication, improving both fluency and confidence. By practicing with AI-assisted speech tools, students can engage in conversation simulations that mirror real-world interactions, reinforcing their lexical skills in a practical setting.

Natural Language Processing (NLP) further enhances vocabulary learning by assessing students' writing and suggesting synonyms, antonyms, and contextually appropriate word choices. This interactive feature allows learners to develop a more nuanced understanding of word meanings and usage, fostering better lexical retention and accuracy. NLP tools provide instant feedback, helping students refine their writing and avoid repetitive or incorrect word choices. Additionally, AI-assisted grammar checkers analyze sentence structures, ensuring that learners use vocabulary in the correct syntactic and semantic contexts.

Beyond these individual AI tools, gamification and virtual learning environments also contribute to lexical competence development. AI-driven educational games and interactive storytelling applications allow learners to engage with new words in entertaining and meaningful ways. These methods encourage students to experiment with vocabulary in different contexts, reinforcing their understanding and retention through active participation. Virtual reality (VR) and augmented reality (AR) applications further enhance this experience by immersing learners in simulated environments where they must use language skills to navigate scenarios, solve problems, or communicate effectively.

The table below summarizes the impact of various AI technologies on vocabulary acquisition (See Table 1)

Table 1 – AI Technologies in Lexical Competence Development

AI Technology	Function in Language Education	Benefit for Lexical Skill Development
Intelligent Tutoring Systems (ITS)	Personalized instruction based on student responses.	Provides adaptive vocabulary exercises, helping students practice and retain words at their own pace.
Speech Recognition	Real-time analysis and correction of spoken language.	Allows students to improve pronunciation and fluency, while also reinforcing lexical knowledge through active use.
Natural Language Processing (NLP)	Analyzes written or spoken language, providing feedback on grammar, vocabulary, and structure.	Helps students refine their vocabulary usage by suggesting synonyms, antonyms, and contextually appropriate word choices.
Adaptive Learning Systems	Adjusts content difficulty based on the student's progress and learning needs.	Creates a personalized learning environment that ensures students encounter vocabulary at their appropriate level.
Gamification & Interactive AI	Incorporates AI-driven educational games and storytelling platforms.	Engages learners in immersive vocabulary practice, reinforcing retention through active participation.

Virtual Reality (VR) & Augmented Reality (AR)	Simulates real-life scenarios where learners must use English in context.	Enhances practical application of vocabulary by placing students in immersive, interactive environments.

The integration of AI-driven tools in lexical development offers significant advantages over traditional methods. These technologies enable more individualized, engaging, and effective vocabulary instruction, leading to improved long-term retention and practical language application. As AI continues to evolve, its potential to further optimize lexical learning will play a crucial role in the future of language education.

The integration of Artificial Intelligence (AI) technologies into the process of English language acquisition has proven to be highly effective in enhancing lexical competence among learners. By offering personalized, real-time feedback, adaptive learning experiences, and interactive vocabulary exercises, AI tools create a more engaging and dynamic approach to language learning. Unlike traditional methods, which often rely on repetitive memorization, AI-driven platforms allow learners to engage with vocabulary in meaningful and context-driven scenarios. As a result, students are able to develop a deeper, more practical understanding of new words, helping them retain vocabulary for longer periods and apply it effectively in both written and spoken communication.

Moreover, the personalized nature of AI-powered language learning tools ensures that vocabulary acquisition aligns with the individual needs, pace, and learning style of each student. This adaptability fosters a greater sense of autonomy in students' learning processes, increasing motivation and reducing the frustration often experienced in traditional classroom settings. With the ability to provide instant corrections and reinforcement, AI-driven tools support students in overcoming common language barriers such as pronunciation difficulties, incorrect word usage, or lack of context for specific vocabulary. This continuous feedback loop nurtures a more active approach to language learning, where students are empowered to practice and improve their lexical skills independently.

Furthermore, the use of AI technologies fosters a higher level of engagement in language learners. Many AI platforms incorporate gamified elements and immersive environments, which make vocabulary learning more enjoyable and motivating. By integrating virtual environments, conversational agents, and interactive exercises, AI systems promote meaningful interactions with the language, making the learning experience both fun and educational. This active engagement plays a crucial role in vocabulary retention, as it enables learners to encounter new words in various contexts, solidifying their knowledge and making it more applicable to real-world scenarios.

As AI technologies continue to evolve, their potential applications in language education are likely to expand further, offering even more sophisticated tools for developing lexical skills. One promising direction for the future of AI in language learning is the integration of augmented reality (AR) and virtual reality (VR). These immersive technologies could place students in real-world scenarios where they must actively use their vocabulary to communicate and solve problems. The interactive nature of AR and VR could further enhance students' understanding of word meanings and usage, making language learning even more practical and contextually relevant.

Additionally, AI-driven conversational agents, such as chatbots or voice assistants, are expected to play a more prominent role in helping students develop lexical competence. These agents can engage learners in real-time conversations, providing opportunities for practicing vocabulary in dynamic, conversational settings. The ability of AI systems to simulate natural language conversations would not only improve vocabulary acquisition but also foster greater fluency and confidence in using the language in everyday situations.

In light of these advancements, future research should focus on measuring the long-term effects of AI-assisted vocabulary learning. Specifically, studies could investigate how AI technologies impact retention, fluency, and real-world language usage over time [3]. Furthermore, exploring the integration of AI with other emerging technologies, such as machine learning and deep learning, could provide new insights into how these tools can further personalize learning

experiences, adapting to each student's evolving needs and optimizing vocabulary acquisition.

Overall, AI technologies hold immense promise for transforming vocabulary development in English language acquisition. Their ability to deliver tailored instruction, engage students in meaningful interactions, and provide continuous feedback has the potential to revolutionize how learners acquire and retain new words. As these technologies continue to advance, they will undoubtedly play an increasingly central role in enhancing lexical competence and supporting students on their language learning journeys.

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UDC 881.21

APPLICATION OF GAME TECHNOLOGIES IN LESSONS ENGLISH LANGUAGE

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Түйіндеме

Бұл мақалада ағылшын сабақтарында қазіргі заманғы ақпараттық технологияларды пайдалану жолын сипаттайды. Мақалада ағылшын тілін табысты меңгеруде компьютер мен бағдарламалық қамтамасыз етудің және жасанды интеллектті пайдаланудың рөлі талданады. Бұл мақсатқа жету үшін келесі міндеттерді шешу қажет: шет тілдерін оқытудың қазіргі коммуникациялық технологиясында компьютердің алатын орнын көрсету; ағылшын тілін ойдағыдай меңгеруде компьютерді және бағдарламалық қамтамасыз етуді қолданудың әртүрлі формаларын ашу; интернет-ақпараттық ресурстарды пайдалану, ағылшын тілінде компьютерлік презентациялар құру.

Кілт сөздер: жасанды интеллект, компьютер, бағдарламалық қамтамасыз ету, ағылшын тілі

Аннотация

В статье рассказывается, как использовать современные информационные технологии на уроках английского языка. В статье анализируется роль компьютеров и программного обеспечения, а также использование искусственного интеллекта в успешном овладении английским языком. Для достижения поставленной цели необходимо решить следующие задачи: продемонстрировать место компьютеров в современных коммуникационных технологиях обучения иностранным языкам; открыть для себя различные формы использования компьютеров и программного обеспечения для успешного освоения английского языка; использование информационных ресурсов интернета, создание компьютерных презентаций на английском языке.

Ключевые слова: искусственный интеллект, компьютер, программное обеспечение, английский язык

In modern society, the role of foreign languages is increasingly growing. Knowledge of a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the global Internet in their activities, and also work with information and communication technologies and multimedia teaching aids. Information and communication technologies (ICT) is a general concept that describes various devices, mechanisms, methods, and algorithms for processing information.

The goal of teaching a foreign language is the communicative activity of students, that is, practical proficiency in a foreign language. The teacher's tasks are to activate the activity of each student in the learning process, to create situations for their creative activity [1].

A computer is a very important and independent thing nowadays. Many kids and even adults use it only to play computer games. But, fortunately, there are many who have found the right use for it. For example, it helps with studying. It is very convenient to have such an assistant at hand, because we can print papers, reports, in a word, everything we need without leaving home. In addition, a computer can help in learning a foreign language. After all, there are a lot of disks, electronic textbooks, multimedia educational programs that lead to good results in learning English.

Therefore, I have defined the goal of my work as: to reveal the role of the computer and software in successful mastery of the English language. To achieve this goal, it is necessary to solve the following tasks:

- to show the role of the computer in modern communicative technology of teaching foreign languages,

- to reveal the variety of forms of using a computer and software in successfully mastering the English language, using the information resources of the Internet, creating computer presentations in English [2].

The role of the computer in modern communicative technology of teaching foreign languages

The computer allows for a qualitative change in the control of students' activities, while providing flexibility in the management of the educational process. The role of the teacher here is no less important. He selects computer programs for the lesson, didactic material and individual assignments, helps students in the process of work, evaluates their knowledge and development. The specificity of the subject of a foreign language determines the active and appropriate use of a computer in lessons. The leading component of the content of teaching a foreign language is teaching various types of speech activity: speaking, listening, reading, writing. An educational computer program is a simulator that organizes the independent work of the student, controls it and creates conditions under which students independently form their knowledge, which is especially valuable, because knowledge obtained in a finished form very often passes by their consciousness and does not remain in their memory. The use of computers in English lessons is a need of the time. Using computer technologies in English lessons.

Nowadays, all schools teach students foreign languages early. Often, in foreign language lessons, the process of involving students in oral speech on various topics is uninteresting. When working with computers, this is impossible, since the visual aids and situations on the monitors required in lessons are quite real - the “images” move, speak English, ask questions, etc. Some teachers may ask: won’t this turn the lesson from creative work into something entertaining? No, since in order to get a good grade when working with a computer, the student has to work creatively. He does everything with joy, and the teacher has to buy the necessary electronic textbooks and make a selection of the necessary situations from them, as well as print out additional questions and texts and transfer them to all computers, so that at a certain point in the lesson, students can sit down at certain computers, find and open the necessary folder in “My Documents”, and complete, for example, a listening or reading test. This is a lot of work, but it pays off. The joy of learning is what using computers in lessons gives. And this, in turn, together with the development of thinking, leads to the development of proactive speech.

Every child has an internal motive aimed at cognitive activity. The teacher's task is to promote the development of this motive in every possible way and not let it fade away.

There is now a wide variety of modern multimedia textbooks, where you can find enough exercises for students of all ages and different levels of knowledge. Using Internet resources and computer presentations in English lessons. Now everyone understands that the Internet has enormous information capabilities and no less impressive services. The Internet creates a unique opportunity for those studying a foreign language to use authentic texts, listen and communicate with native speakers.

It is important to determine for what purposes we are going to use its capabilities and resources. For example:

- to include online materials in the lesson content,
- for independent search of information by students within the framework of work on the project. Using information resources of the Internet, it is possible, by integrating them into the educational process, to solve a number of didactic tasks in the lesson more effectively:
- to develop reading skills and abilities, directly using online materials of varying degrees of complexity,
- improve listening skills based on authentic audio texts from the Internet, also prepared accordingly by the teacher,
- improve the skills of monologue and dialogic expression based on problematic discussion of the network materials presented by the teacher or one of the students,
- to expand your vocabulary, both active and passive, with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society,
- to become familiar with cultural knowledge, including speech etiquette, especially the speech behavior of different peoples in communication conditions, the peculiarities of the culture, traditions of the country of the studied language [3].

The tasks of modernization of education cannot be solved without the optimal implementation of information technologies in all its spheres. The use of information technologies gives impetus to the development of new forms and content of traditional types of students' activities, which leads to their implementation at a higher level. Work with a computer should be organized so that from the very first lessons of the initial stage of education it becomes a powerful psychological and pedagogical means of forming a need -motivational plan of students' activities, a means of maintaining and further developing their interest in the subject being studied. Properly organized work of students with a computer can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of the possibilities of independent work of students in mastering the English language, both in class and outside of class time.

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UDC 811.98

TEACHING WRITTEN TRANSLATION AS A COMPLEX TYPE OF SPEECH ACTIVITY

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Түйін

Бұл мақалада жазбаша аударманы сөйлеу әрекетінің күрделі түрі ретінде оқыту зерттеліп, оның тілдік, мәдени және танымдық өлшемдеріне баса назар аударылады. Ол студенттерді кәсіби аударма тапсырмаларына дайындау үшін теориялық негіздерді, практикалық жаттығуларды және заманауи технологияларды біріктіруді қарастырады. Зерттеуде оқыту стратегияларының тиімділігін және олардың студенттердің аударма құзіреттілігіне әсерін бағалау үшін аралас әдістер әдісі қолданылады. Нәтижелер технологиямен байытылған біртұтас әдістеме аударманың

дәлдігін, жылдамдығын және мәдени бейімделуін айтарлықтай жақсартатынын көрсетеді. Нәтижелер педагогтар үшін тиімді түсініктер береді және жаһандану әлемінде аударма дағдыларының өсіп келе жатқан маңыздылығын көрсетеді.

Кілт сөздер: жазбаша аударма, сөйлеу әрекеті, аударма дәлдігі, аударма дағдылары

Аннотация

В этой статье рассматривается преподавание письменного перевода как сложного типа речевой деятельности, подчеркивая его лингвистические, культурные и когнитивные аспекты. В ней рассматривается интеграция теоретических основ, практических упражнений и современных технологий для подготовки студентов к профессиональным переводческим задачам. В исследовании используется смешанный подход к оценке эффективности стратегий обучения и их влияния на переводческую компетентность студентов. Результаты показывают, что целостная методология, обогащенная технологиями, значительно повышает точность перевода, скорость и культурную адаптивность. Результаты дают преподавателям практические идеи и подчеркивают растущую важность навыков перевода в глобализованном мире.

Ключевые слова: письменный перевод, речевая деятельность, точность перевода, навыки перевода

The field of written translation is gaining prominence due to the increasing need for intercultural communication in a globalized world. Despite its importance, the complexity of teaching written translation is often underestimated. This study highlights the significance of integrating theoretical knowledge, practical skills, and modern technologies to train proficient translators. The research aims to explore effective methods for teaching written translation and to emphasize its role as a complex speech activity.

Teaching written translation is not merely about linguistic conversion but also involves cultural adaptation, syntactic restructuring, and creative problem-solving. The current pedagogical approaches often neglect the interdisciplinary nature of translation, making it imperative to develop a comprehensive framework that addresses these challenges. By examining existing methodologies and incorporating innovative tools, this study seeks to bridge the gap between theoretical understanding and practical application.

The field of written translation is gaining prominence due to the increasing need for intercultural communication in a globalized world. It acts as a bridge between cultures, enabling the exchange of ideas, knowledge, and values. With the rise of international collaborations in business, science, and the arts, the demand for skilled translators has surged. Written translation facilitates the dissemination of knowledge and information across linguistic barriers, contributing to the advancement of global understanding and cooperation. Despite its critical importance, the complexity of teaching written translation is often underestimated. Unlike spoken translation, written translation requires meticulous attention to detail, cultural sensitivity, and the ability to render text accurately while preserving its original intent and style. Translators must possess the capacity to navigate between languages while maintaining the functional equivalence and stylistic fidelity of the source text.

Teaching written translation is not merely about linguistic conversion but also involves cultural adaptation, syntactic restructuring, and creative problem-solving. Translators often face challenges such as ambiguous phrases, idiomatic expressions, and culturally specific references. These require not only a deep understanding of the source and target languages but also an awareness of cultural contexts and the ability to think critically. Moreover, translators must be equipped to handle domain-specific terminologies and contextual variations that arise in specialized fields such as legal, medical, and technical translation.

Written translation is a multifaceted speech activity requiring linguistic, cultural, and cognitive competencies. It is inherently interdisciplinary, drawing from fields such as linguistics, literature, and cultural studies. Teaching translation demands integration of theory, practical exercises, and technological tools. Modern technologies like CAT tools significantly enhance translation education by streamlining workflows, ensuring terminological consistency, and providing access to vast linguistic resources. These tools also familiarize students with industry

standards, preparing them for the professional demands of the field. A methodological framework is vital for developing students' translation skills and intercultural competence. Translation training fosters critical thinking and adaptability in a globalized context, preparing students to meet the demands of an increasingly interconnected world.

This study employed a mixed-methods approach, combining theoretical analysis, pedagogical observation, and student performance evaluation. Materials included:

- Authentic texts of various genres for translation practice, such as legal documents, technical manuals, and literary works.
- Computer-assisted translation (CAT) tools such as SDL Trados, MemoQ, and MateCat.
- Surveys and interviews with students and educators to gather qualitative data on teaching methods.

1. Theoretical Foundation: Review of literature on translation studies, cognitive linguistics, and pedagogy.
2. Practical Application: Implementation of diverse translation exercises, including reverse translation, comparative analysis, and peer review.
3. Technological Integration: Training students in the use of CAT tools, machine translation post-editing, and online linguistic resources.
4. Performance Evaluation: Quantitative metrics such as accuracy, speed, and error rate, combined with qualitative feedback from students.

This study adopted a mixed-methods approach to thoroughly examine the effectiveness of translation training methodologies. By combining theoretical analysis, pedagogical observation, and performance evaluation, the research aimed to provide a comprehensive understanding of how various elements of translation education interact to enhance student outcomes.

The materials used in this study were carefully selected to represent the diverse challenges and demands of real-world translation tasks:

1. Authentic Texts for Practice:

- Legal Documents: Included contracts, agreements, and court rulings to familiarize students with precise terminology and the rigid structure of legal texts.
- Technical Manuals: Provided exposure to domain-specific language, technical jargon, and instructional clarity.
- Literary Works: Chosen for their stylistic complexity, cultural references, and creative expressions, requiring students to balance literal accuracy with artistic interpretation.
- Media and Marketing Content: Added for exercises in localization and adaptation, ensuring relevance to the translation industry's demands.

2. Computer-Assisted Translation (CAT) Tools:

- Software like SDL Trados, MemoQ, and MateCat was used to teach students industry-standard practices. These tools introduced them to translation memory (TM), terminology management, and workflow optimization.
- CAT tools also served as a platform for students to learn machine translation (MT) post-editing, focusing on correcting and refining automated outputs.

3. Surveys and Interviews:

- Students: Surveys gathered data on students' experiences with translation exercises, technological tools, and their perceived progress. Interviews provided deeper insights into their challenges and areas for improvement.
- Educators: Interviews with instructors highlighted their teaching strategies, observations of student progress, and suggestions for improving translation training.

4. Supplementary Resources:

- Online databases, glossaries, and multilingual corpora were utilized to demonstrate the use of digital linguistic resources in translation tasks.
- Academic articles and reference books on translation theory, cognitive linguistics, and cultural studies enriched the theoretical component of the training.

The study was conducted in several stages, each focusing on distinct aspects of translation

education:

1. Theoretical Foundation. A comprehensive review of literature was undertaken, drawing from fields such as:

- Translation Studies: Key principles of equivalence, functionalism, and text types.
- Cognitive Linguistics: Understanding the cognitive processes underlying language transfer and meaning reconstruction.
- Pedagogy: Best practices for teaching skills that require a blend of analytical and creative thinking.

2. Practical Application. Students engaged in a variety of translation exercises designed to develop their linguistic, cultural, and cognitive competencies:

- Reverse Translation: Translating texts back into the source language to identify discrepancies and evaluate equivalence.
- Comparative Analysis: Comparing professional translations with student-produced work to highlight differences in approach, style, and accuracy.
- Peer Review: Collaborative activities where students critiqued each other's translations, promoting critical thinking and an understanding of multiple perspectives.

3. Technological Integration. Students were trained in the use of CAT tools, focusing on:

- Translation Memories (TM): Reusing previously translated segments to improve consistency and efficiency.
- Terminology Management: Maintaining glossaries for specialized fields to reduce errors in domain-specific terms.
- Machine Translation (MT) Post-Editing: Refining raw MT outputs, addressing errors in grammar, terminology, and contextual meaning.

Online resources such as multilingual corpora and linguistic databases were incorporated to enhance students' research skills and familiarity with modern translation workflows.

4. Performance Evaluation. A blend of quantitative and qualitative measures was used to assess students' progress:

Quantitative Metrics:

- Accuracy: Percentage of correctly translated segments, assessed by comparing student work with reference translations.
- Speed: Measured as words translated per hour to evaluate efficiency improvements.
- Error Rate: Frequency of errors in terminology, grammar, and cultural adaptation.

Qualitative Feedback:

- Surveys captured students' perceptions of the training's impact on their skills and confidence.
- Open-ended questions in interviews allowed students and educators to discuss challenges, successes, and potential improvements in the methodology.

The study was conducted over a semester with students enrolled in a professional translation training program. Regular workshops and guided practice sessions were complemented by independent exercises and group projects. Assignments were structured to gradually increase in complexity, starting with general texts and progressing to specialized content.

By combining theoretical grounding with practical application and technological integration, this study provides a comprehensive framework for advancing translation education. Its findings contribute valuable insights into the methodologies best suited to prepare students for the dynamic demands of the translation industry.

The findings revealed that:

1. Students demonstrated significant improvement in translation accuracy and fluency after systematic training.

2. The use of CAT tools reduced time spent on translations by 25% on average while enhancing terminological consistency.

3. Error analysis identified common challenges, such as cultural adaptation and syntactic differences between source and target languages.

4. Surveys indicated that 85% of students found the integration of technology beneficial for their learning experience.

5. Reverse translation exercises improved students' ability to identify subtle nuances in meaning and style (See Table 1).

6. Table 1. Comparison of translation metrics before and after training

Metric	Pre-training	Post-training
Accuracy (%)	68%	88%
Translation Speed	250 words/hr	310 words/hr
Terminology Errors	12%	5%
Cultural Adaptation	Moderate	High

This table compares the results before and after training, likely in the context of translator preparation. It evaluates the effectiveness of training across several key metrics:

1. Accuracy (%):

- Pre-training: 68%. This indicates the level of correct translations before the training began.
- Post-training: 88%. A significant increase in accuracy demonstrates successful knowledge acquisition and skill improvement.

2. Translation Speed:

- Pre-training: 250 words per hour.
- Post-training: 310 words per hour. The increase in speed reflects improved translation skills, more efficient time management, and possibly the adoption of automation tools (e.g., CAT tools).

3. Terminology Errors:

- Pre-training: 12%. A high percentage of terminology errors indicates challenges in using specialized vocabulary.
- Post-training: 5%. A substantial reduction in errors suggests better understanding and more precise use of professional terms.

4. Cultural Adaptation:

- Pre-training: Moderate. This means translators had a basic understanding of cultural contexts but may not have fully accounted for them in translations.
- Post-training: High. Improvement in this area reflects a deeper awareness of cultural nuances and the ability to adapt texts for target audiences effectively.

After training, improvements are observed across all key metrics, including accuracy, speed, terminology precision, and the level of cultural adaptation. This confirms the effectiveness of the training program, which likely combined theoretical knowledge, practical exercises, and the use of modern technologies.

The study confirms that teaching written translation is a multifaceted process requiring a blend of theoretical and practical approaches. Students' progress highlights the importance of systematic error correction, targeted exercises, and technological support. These findings align with previous research by Komissarov [1] and Munday [2], emphasizing the role of interdisciplinary training in translation education.

Compared to traditional methods, the integration of CAT tools not only improved students' efficiency but also prepared them for professional translation environments. However, some students faced initial challenges in mastering the tools, underlining the need for dedicated training sessions [3, 302].

This research highlights the critical importance of adopting a holistic and interdisciplinary approach to teaching written translation. Translation is a multifaceted activity that requires not only linguistic proficiency but also cultural sensitivity, critical thinking, and technical skills. To address these demands, it is essential to integrate theoretical knowledge, practical exercises, and modern

technologies into the pedagogical framework.

The findings of this study demonstrate that a comprehensive methodology significantly enhances students' translation skills, including accuracy, speed, and cultural adaptability. Students trained under this model show marked improvement in their ability to analyze source texts, make informed translation decisions, and produce high-quality translations that resonate with target audiences. Moreover, their familiarity with cultural nuances and domain-specific terminologies further strengthens their readiness for professional practice.

The integration of modern tools, such as Computer-Assisted Translation (CAT) software and online linguistic resources, has proven indispensable for effective translation training [4]. These tools not only streamline the translation process but also help maintain terminological consistency and improve overall productivity. Exposure to industry-standard technologies ensures that students are well-prepared for the evolving demands of the translation industry, fostering both technical competence and confidence [5].

In conclusion, the dynamic and interconnected nature of the modern world makes written translation an indispensable tool for fostering cross-cultural communication and understanding. By continually refining pedagogical approaches and embracing advancements in technology, translation education can better prepare future professionals to excel in an increasingly competitive and globalized industry.

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ӘОЖ 83;21

DIDACTIC TEXT AS A SPECIAL FORM OF COMMUNICATION IN THE PROCESS OF STUDYING LANGUAGE AND CULTURE IN THE CONTEXT OF AI

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Түйін

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

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

Резюме

В статье рассматриваются стратегии педагогического дискурса, направленные на социализацию студентов через изучение языковых и культурных текстов. В отечественной лингвистике акцент сделан на типологии учебных материалов, ориентированных на социальные сферы общения. Использование искусственного интеллекта (AI) в этом процессе улучшает адаптацию материалов и позволяет создавать персонализированные учебные тексты, которые

способствуют лучшему усвоению языка и культурных норм. AI помогает моделировать учебные ситуации и улучшать коммуникативные навыки студентов через интерактивное обучение и анализ текстов.

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

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

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

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

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

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

Communication strategies proposed by Biryukova M.S: explaining, evaluating, controlling, facilitating, organizing. Explanatory – intentions of a consistent nature, aimed at communicating to the individual opinions and knowledge about reality. Through the evaluation strategy, the

significance of the teacher in society, his status and role are expressed, which is realized in the right of the teacher to evaluate the circumstances, events and characters discussed in the learning process, to evaluate the student's achievements. The controlling strategy is a multidimensional installation. It involves the acquisition of objective information, the development of skills, the study and adoption of a value system. This feedback interaction is expressed in checking readiness to receive new information, in monitoring understanding during explanations and after presenting new information.

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

1) etiquette norms;

2) order;

3) statements in the form of training or games in classes – classroom and extracurricular.

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

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

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

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

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

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

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

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

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

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

1) Establishing general constructive criteria:

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

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

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

d) a communication channel typical for this communication situation;

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

3) highlighting text based on genre:

a) detailing pragmatic and communicative factors;

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

c) identifying a genre stereotype.

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

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

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

1. taking into account the needs and interests of students;
2. determining the volume of printed text;
3. choosing a topic for printed text;
4. identifying the problem of the text;
5. identifying the key idea of the printed text;
6. determination of the degree of authenticity;
7. selection of tasks and exercises;

8. designation of stages of work on printed text.

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

1) cognitive and communicative interests, interests of students;

2) the level of complexity of the printed text, taking into account the speech and language experience of students;

3) the content of the information presented in printed texts according to the age specificity of students.

The teaching materials selected for the study are rich in regional studies information and educational games. This ensures a high level of motivation for students. Topics and authentic materials used in these teaching materials are selected taking into account the age specifics and interests and inclinations of fifth-graders. The tasks and exercises in the selected teaching materials are aimed at helping schoolchildren at the middle age stage in mastering the self-discipline algorithm, directing them to understand the enormous and valuable importance of learning 29 the English language. Students in the process of mastering self-control skills realize that the productive result of their work depends largely on themselves and their personal qualities.

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

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УДК 811.98

COMPARATIVE ANALYSIS OF THE EDUCATION SYSTEMS IN GREAT BRITAIN AND KAZAKHSTAN

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Резюме

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

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

Түйіндеме

Мақалада Қазақстан мен Ұлыбританияның құрылымдары салыстырылады. Мақалада

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

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

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

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

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

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

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

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

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

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

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

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

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

There are some private schools in England. Boys and girls do not together study at these

schools. The son and daughters of aristocracy go to these schools. Their parents pay much money for the education in private schools. The teachers of these schools pay personal attention to each pupil.

In Kazakzhstan

5 – өте жақсы – excellent

4 – жақсы - very well

3 – қанағаттанарлық

2 – қанағаттанарлықсыз – unsatisfactory

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

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

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

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

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

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

In Kazakhstan

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

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

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

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

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

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

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

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

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

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

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

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

Education in Great Britain.

A - excellent - өте жақсы

B - very well – жақсы

C - satisfactory – қанағаттанарлық

D - poor – жаман

E - unsatisfactory - қанағаттанарлықсыз

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

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

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

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

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UDC 81’23

THE ROLE OF DIDACTIC TEXTS IN LANGUAGE AND CULTURAL EDUCATION

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Түйіндеме

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

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

Резюме

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

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

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

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

society.

Communication strategies proposed by Biryukova M.S: explaining, evaluating, controlling, facilitating, organizing. Explanatory – intentions of a consistent nature, aimed at communicating to the individual opinions and knowledge about reality. Through the evaluation strategy, the significance of the teacher in society, his status and role are expressed, which is realized in the right of the teacher to evaluate the circumstances, events and characters discussed in the learning process, to evaluate the student's achievements. The controlling strategy is a multidimensional installation. It involves the acquisition of objective information, the development of skills, the study and adoption of a value system. This feedback interaction is expressed in checking readiness to receive new information, in monitoring understanding during explanations and after presenting new information.

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

1) etiquette norms;

2) order;

3) statements in the form of training or games in classes – classroom and extracurricular.

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

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

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

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

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

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

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

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

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

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

1) Establishing general constructive criteria:

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

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

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

d) a communication channel typical for this communication situation;

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

3) highlighting text based on genre:

a) detailing pragmatic and communicative factors;

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

c) identifying a genre stereotype.

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

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

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

1. taking into account the needs and interests of students;
2. determining the volume of printed text;
3. choosing a topic for printed text;

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

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

1) cognitive and communicative interests, interests of students;

2) the level of complexity of the printed text, taking into account the speech and language experience of students;

3) the content of the information presented in printed texts according to the age specificity of students.

The teaching materials selected for the study are rich in regional studies information and educational games. This ensures a high level of motivation for students. Topics and authentic materials used in these teaching materials are selected taking into account the age specifics and interests and inclinations of fifth-graders. The tasks and exercises in the selected teaching materials are aimed at helping schoolchildren at the middle age stage in mastering the self-discipline algorithm, directing them to understand the enormous and valuable importance of learning 29 the English language. Students in the process of mastering self-control skills realize that the productive result of their work depends largely on themselves and their personal qualities.

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

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UDC 811.98

LINGUISTIC AND CULTURAL DYNAMICS IN FOREIGN LANGUAGE STUDY AND LITERARY TRANSLATION

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Түйін

Бұл мақалада шет тілін мәдени контекст арқылы оқыту шет тілін оқыту әдістемесінің эволюциясына байланысты лингвомәдени көзқарастың негізі болып табылады деген алғышарт қарастырылады. Лингвомәдениет әдісі шетел тілін оқытудың заманауи талаптарына сәйкес келеді, болашақ мамандарға мәдени білімді тілдік және коммуникативті құзыреттіліктермен

біріктіруге мүмкіндік береді. Тілдік және мәдени өзара әрекеттестік тұжырымдамасы қазіргі білім беру жүйесіне белсенді түрде біріктірілген. Бұл мақала шет тілін оқытудағы лингвомәдени тәсілдің маңыздылығын және сәйкесінше лингвомәдени құзыреттіліктерді дамытудың құндылығын қарастырады.

Кілт сөздер: лингвомәдениеттану, лингвомәдени бағдар, құзыреттілік, тұлға-мәдениет, мәдениет пен тілдің өзара ықпалдастығы.

Резюме

В данной статье рассматривается, что обучение иностранному языку через культуру иностранного языка является основой лингвистической направленности в связи с изменениями в способах обучения иностранным языкам. Лингвистический подход соответствует современным требованиям к образованию в области иностранных языков и позволяет будущим специалистам объединять культурное понимание с языковыми и коммуникативными навыками. Взаимосвязь между языком и культурой активно включена в современную образовательную систему. В этой статье рассматривается актуальность культурологического подхода в образовании в области иностранных языков и необходимость соответствующего развития культурных компетенций.

Ключевые слова: лингвокультурология, лингвокультурная ориентация, компетентность, личность-культура, связь культуры и языка.

Mastering a foreign language primarily involves familiarizing students with an alternative society and acquiring new socio-cultural knowledge. The need for people who can help to facilitate intercultural communication increases as foreign languages become more and more important in modern society, hence students need to acquire both linguistic and cognitive awareness.

The main learning goals of the English language course consist in students acquiring thorough background knowledge about the locations where the language is spoken, so enabled by interaction with regional resources, literature, and the history of world civilization. The approach for introducing foreign languages into foreign language culture inside the main educational system is still under development. Often, the realization of the need to include foreign language culture into foreign language education shows itself as the inclusion of isolated regional information inside English courses or in other subjects like history and literature, so producing a fractured knowledge of the cultural background.

Currently, there is a deficiency of established approaches that immerse the student in the foreign language's worldview. Consequently, when acquiring a foreign language, learners invariably encounter cultural challenges, which subsequently influence motivation and the overall quality of education. Experts acknowledge the significance of foreign language instruction as an integral aspect of culture, perceiving an inseparable connection between language and culture as evidenced in practice. We believe that effective intercultural communication depends on a thorough awareness of foreign language sociocultural reality in students, which the cultural approach to language learning mostly aims to develop by means of cultural materials rather than lexical skills.

Employing a cultural approach in foreign language instruction effectively addresses the challenges of developing the cognitive awareness of the secondary linguistic identity [1]. This suggests the need of building a methodological basis for foreign language education based on a cultural approach with pragmatic implementation as such application improves students's communicative and cultural competency. This kind of exercise should be designed such that learning a foreign language is seen as a study by pupils inside the cultural sphere, emulating particular representative sections of national culture.

The primary advantage of a well-educated individual is a comprehensive cultural understanding and universal ideals. "Comprehending the values of a national culture distinct from our own presents a singular opportunity to enhance our spiritual realm, broadening not only our perspectives but also the limits of our worldview and perception of the world" [2].

Knowing the cultural background of the nation in which we research including its economic and cultural framework, history, customs, and values helps one to better appreciate the values of a national culture different from our own. Learning a foreign language helps someone to understand the customs, history, culture, and realities of the particular country while developing respect for the

relevance of their own language and culture in relation to the foreign setting.

Some families now have the opportunity to go abroad, while children participate in communication initiatives and online correspondence with friends from all over. Dealing with people from numerous countries means knowledge sharing.

Consequently, effective communication necessitates comprehension, rather than merely vocabulary and grammar. English courses, along with the historical context of your nation and linguistic identity, are included for study. This knowledge helps you to present facts on your own culture and show that you respect the history and culture of your friends who speak other languages.

The ultimate goal of learning a language is to increase communicative competence, which involves not only the ability to communicate, but also the ability to communicate with a variety of media: print, audio and multimedia, as well as critical thinking and creativity. Therefore, we denote a particular arrangement of training and cognitive activities for students that would augment and accelerate knowledge acquisition, stimulate the assimilation process, instruct students in autonomous interaction with educational materials and information, and cultivate the development of their information and communication skills.

The chosen methodology involves collaborative instruction, prioritizes problem-solving, and most truly reflects the core principles of a student-centered approach. The integration of innovative information technology improves and diversifies the educational experience.

While expanding the educational framework, exhibiting considerable motivating potential, and endorsing the principles of personalized training. Following analyzing the prior described hands-on activities, we find that using the project approach in English teaching exposes students in different cultural and linguistic settings, therefore involving them in real study.

The learners receive the opportunity to successfully interact with participants from different backgrounds during the course of the project, therefore attaining their communicating aims and satisfying their opponents' requirements. Given that electronic communications undeniably dominate contemporary intercultural engagement, it was determined to utilize online communication as the concluding phase of the project. English courses' application of the multicultural create technique, included into the curriculum, showed that students: - achieve outstanding results in foreign languages. Purchase has chances to use the knowledge acquired in classes; understand the need of multidisciplinary links.

The field of linguistic experts says that a love of national culture should be accompanied by and promote a polite respect for other backgrounds. A dialogue of civilizations is only feasible on this foundation. Is there an individual who would remain unimpressed by antiquity, validated and authenticated by numerous magnificent monuments? The past perpetually influences us, and all that we embody and possess originates from it. We are its manifestation, and we exist enveloped inside it. Failure to comprehend this and to acknowledge the past equates to a lack of understanding of the present. [3, 176].

The cultural approach to foreign language instruction outlined in this article dictates all elements of the methodological framework. The objective of foreign language instruction is to cultivate a specialist capable of effectively engaging in intercultural communication by developing the attributes of a second linguistic identity in an individual. The incorporation of cultural orientation in foreign language instruction enables educators to elucidate the cultural phenomena of their nation via the lens of foreign cultures, which is essential for shaping a specialist's worldview.

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UDC 181’513

THE ROLE OF CULTURAL INTEGRATION IN FOREIGN LANGUAGE EDUCATION

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Резюме

Интеграция культуры играет ключевую роль в обучении иностранным языкам, превращая его из простого языкового упражнения в полноценный межкультурный опыт. В статье рассматривается значимость включения культурных элементов в преподавание языка, исследуется их влияние на овладение языком, коммуникативные навыки и межкультурную компетентность. Результаты подчеркивают преимущества интеграции языка и культуры, предлагая идеи для педагогических стратегий, которые усиливают вовлеченность и понимание учащихся.

Ключевые слова: интеграция культуры, обучение иностранным языкам, межкультурная компетентность, овладение языком, педагогика, культурная осведомленность

Түйін

Мәдени интеграция шет тілдерін оқытуда маңызды рөл атқарады, оны тек тілдік жаттығу ғана емес, сонымен қатар толыққанды мәдениетаралық тәжірибеге айналдырады. Бұл мақалада тіл оқытуға мәдени элементтерді енгізудің маңыздылығы қарастырылады, оның тіл меңгеру, қарым-қатынас дағдылары және мәдениетаралық құзыреттілікке әсері зерттеледі. Зерттеу нәтижелері тіл мен мәдениетті біріктірудің артықшылықтарын көрсетеді және студенттердің қызығушылығы мен түсінігін арттыратын педагогикалық стратегияларға арналған идеяларды ұсынады.

Кілт сөздер: мәдени интеграция, шет тілдерін оқыту, мәдениетаралық құзыреттілік, тіл меңгеру, педагогика, мәдениет туралы хабардарлық

Cultural integration plays a pivotal role in foreign language education, transforming it from a mere linguistic exercise into a comprehensive intercultural experience. This paper examines the significance of embedding cultural elements into language teaching, exploring its impact on language acquisition, communication skills, and intercultural competence. The findings highlight the benefits of integrating language and culture, offering insights into pedagogical strategies that enhan Foreign language education has traditionally focused on mastering grammar, vocabulary, and syntax. However, this approach often overlooks the cultural context in which language is used. Language and culture are inseparable; culture shapes the way language is spoken, written, and understood. Grammar and vocabulary alone cannot convey the nuances of a language that are deeply rooted in cultural practices, beliefs, and societal norms. Without an understanding of cultural context, learners risk misinterpreting meanings, failing to grasp idiomatic expressions, and misunderstanding social cues essential for effective communication.

The integration of culture in language teaching goes beyond enhancing linguistic competence; it prepares students for real-world interactions in a globalized society. This cultural dimension allows learners to appreciate diversity, adapt to different communicative environments, and build meaningful connections across cultures [1, 48]. Moreover, incorporating culture into the curriculum can increase students’ motivation and engagement, as they perceive language learning as a gateway to understanding new ways of life, history, and perspectives.

As global interactions increase, fostering intercultural competence becomes a fundamental goal of language education. Intercultural competence involves the ability to interact effectively and appropriately with individuals from diverse cultural backgrounds. This paper investigates the role of cultural integration in enhancing language learning outcomes and preparing learners for authentic communication in diverse sociocultural settings. By addressing both linguistic and cultural aspects, this study underscores the importance of a holistic approach to foreign language education, one that equips students to thrive in multilingual and multicultural environments [2, 329].

Methodology. This study employed a mixed-methods approach to analyze the impact of

cultural integration on foreign language learning. Quantitative data were collected through pre- and post-tests designed to measure language proficiency, focusing on vocabulary acquisition, listening comprehension, and speaking skills. These tests were administered to two groups of university students learning Spanish and Chinese as foreign languages: one group receiving traditional instruction and the other exposed to culturally integrated instruction. To complement the quantitative findings, qualitative data were gathered through student feedback, classroom observations, and post-lesson interviews, which provided insights into learners' experiences and attitudes toward culturally infused language instruction.

The instructional design for the study was carefully crafted to highlight the differences between traditional language teaching and cultural integration methods. In the traditional instruction group, teaching centered on grammar rules, vocabulary drills, and structured language exercises, with minimal reference to the cultural contexts of the target languages. Conversely, the culturally integrated group participated in lessons enriched with cultural modules. These modules included discussions of historical events, exposure to traditional and contemporary art, exploration of customs and traditions, and engagement with authentic materials such as films, songs, and literary excerpts from Spanish- and Chinese-speaking communities. The integration of culture aimed to provide learners with a comprehensive understanding of how language operates within its sociocultural environment.

Classroom engagement and participation were monitored through observational journals maintained by the instructors, who noted behaviors such as students' willingness to interact, ask questions, and use the target language creatively. To measure cultural awareness, students completed questionnaires that assessed their understanding of and sensitivity to the cultural nuances of the target languages. These instruments were designed to capture changes in students' attitudes toward cultural diversity and their readiness to engage in intercultural communication.

The sample size included 80 participants, evenly distributed between the traditional and culturally integrated groups. Efforts were made to ensure diversity in the sample, including variations in linguistic background, prior exposure to the target languages, and motivation levels. Data analysis involved statistical comparisons of pre- and post-test scores to identify significant differences in language proficiency outcomes. Thematic analysis of qualitative data was conducted to identify patterns in students' perceptions of and reactions to the integration of cultural content in their language learning.

This comprehensive methodological framework allowed for an in-depth exploration of how cultural integration influences not only language proficiency but also learners' engagement, motivation, and intercultural competence. By combining quantitative and qualitative methods, the study provides robust evidence to support the incorporation of culture into foreign language education.

Results and Analysis

The findings from this study clearly indicate the positive impact of cultural integration on foreign language education. The following table summarizes the key results of the language proficiency tests conducted for both the traditional and culturally integrated groups.

Table 1: Comparison of Pre- and Post-Test Results (Language Proficiency)

Test Area	Traditional Group (Pre-Test)	Traditional Group (Post-Test)	Culturally Integrated Group (Pre-Test)	Culturally Integrated Group (Post-Test)
Listening Comprehension	60%	65%	58%	80%
Speaking Skills	62%	68%	61%	85%
Vocabulary Acquisition	58%	63%	60%	77%

From Table 1, it is evident that the culturally integrated group outperformed the traditional group in all key language proficiency areas, including listening comprehension, speaking skills, and vocabulary acquisition.

The *Listening Comprehension* results show a significant improvement for the culturally integrated group, increasing from 58% in the pre-test to 80% in the post-test. In comparison, the traditional group showed only a moderate increase from 60% to 65%. This highlights that the cultural context provided in the lessons helped students better understand the nuances of spoken language, such as intonation, accents, and colloquial expressions.

Speaking Skills also saw a notable improvement in the culturally integrated group, with an increase from 61% to 85%. The traditional group demonstrated a more modest improvement, from 62% to 68%. The exposure to culturally rich content likely provided students with the confidence and contextual knowledge necessary to engage in meaningful conversations with native speakers.

Similarly, *Vocabulary Acquisition* showed a greater gain in the culturally integrated group, which saw an increase from 60% to 77%, compared to a more modest increase from 58% to 63% in the traditional group. This suggests that learning vocabulary within a cultural context helps students retain and use the language more effectively in real-world situations.

Cultural Awareness and Engagement

Table 2: Comparison of Cultural Awareness (Survey Results)

Aspect of Cultural Awareness	Traditional Group (Pre-Test)	Traditional Group (Post-Test)	Culturally Integrated Group (Pre-Test)	Culturally Integrated Group (Post-Test)
Understanding of Cultural Norms	55%	58%	54%	82%
Ability to Interpret Non-Verbal Cues	60%	62%	59%	86%
Appreciation for Cultural Diversity	52%	55%	56%	84%

In Table 2, we can observe a striking difference in cultural awareness between the two groups. The *Understanding of Cultural Norms* in the culturally integrated group surged from 54% to 82%, reflecting how exposure to cultural contexts within lessons significantly enhanced their comprehension of social practices and behaviors in the target culture. The traditional group, however, showed minimal progress, from 55% to 58%.

The Ability to Interpret Non-Verbal Cues was another area where the culturally integrated group made substantial progress, improving from 59% to 86%. Non-verbal communication, such as gestures, body language, and facial expressions, often differs across cultures, and being exposed to these cues in lessons helps students navigate intercultural exchanges more effectively. Meanwhile, the traditional group demonstrated only a slight improvement from 60% to 62%.

The Appreciation for Cultural Diversity also increased significantly in the culturally integrated group, rising from 56% to 84%. This shift was accompanied by qualitative feedback from students, who expressed a deeper understanding and respect for cultural differences, both in terms of language and societal values. Conversely, the traditional group's appreciation for diversity showed a more modest improvement, from 52% to 55%.

Engagement and Motivation. Classroom observations and student feedback revealed that the culturally integrated group was significantly more engaged in the learning process. They were more active in discussions, group activities, and role-playing exercises, with many students showing enthusiasm for exploring aspects of the target culture. In contrast, students in the traditional group reported feeling less motivated due to the repetitive nature of grammar and vocabulary-focused

lessons.

Table 3: Classroom Engagement (Observational Data)

Behavior	Traditional Group (%)	Culturally Integrated Group (%)
Active Participation in Class	45%	82%
Use of Target Language in Discussions	40%	78%
Willingness to Ask Questions	35%	72%

Table 3 provides quantitative data on classroom engagement. It shows that the culturally integrated group demonstrated significantly higher levels of participation in class activities, with 82% actively engaging in discussions compared to only 45% in the traditional group. Additionally, the culturally integrated students were more likely to use the target language in discussions (78% vs. 40%) and showed greater willingness to ask questions (72% vs. 35%).

Discussion. Engagement and motivation emerged as critical factors in the success of culturally integrated teaching. Classroom observations indicated that students in the culturally enriched group were more actively involved in discussions, group activities, and role-playing exercises. They expressed a heightened interest in the language learning process, driven by the opportunity to explore the cultural dimensions of the target languages [3, 256]. This contrasts with the traditional group, where lessons were perceived as monotonous and less engaging. The qualitative data thus reinforce the quantitative findings, demonstrating that cultural integration fosters a more dynamic and immersive learning environment.

The results also underscore the importance of cultural integration in developing intercultural competence. Students in the culturally integrated group displayed a greater understanding of global perspectives and an increased ability to navigate diverse sociocultural landscapes. This was evident in their responses to open-ended survey questions, where they articulated a deeper appreciation for cultural diversity and a willingness to embrace different viewpoints. Such outcomes are particularly valuable in today's interconnected world, where intercultural communication skills are essential for personal and professional success.

While the benefits of cultural integration are clear, the study also identified challenges that educators may face in implementing such approaches. These include the need for adequate training, access to authentic materials, and curriculum adjustments to accommodate cultural modules. Addressing these challenges requires institutional support, professional development opportunities, and a commitment to fostering a holistic approach to language education [4, 30].

Overall, the findings demonstrate that cultural integration is not merely an additive component of language teaching but a transformative element that enhances learning outcomes across multiple dimensions. By bridging linguistic and cultural education, this approach equips learners with the tools to communicate effectively, appreciate cultural diversity, and navigate the complexities of a globalized world.

Cultural integration is a transformative element in foreign language education. By intertwining linguistic and cultural learning, educators can enhance students' proficiency, engagement, and intercultural competence. This approach fosters a deeper understanding of the sociocultural dimensions of language, equipping learners with the tools to navigate the complexities of communication in a globalized world. Students exposed to culturally integrated instruction develop a more comprehensive skill set, including the ability to interpret cultural nuances, engage authentically with native speakers, and adapt their communication styles to suit diverse contexts [5, 79].

The findings of this study underscore the importance of reevaluating traditional language education practices. Incorporating cultural elements not only enhances language acquisition but also prepares learners to participate meaningfully in multicultural environments. This is particularly

relevant in the current era, where globalization demands professionals who are not only linguistically proficient but also culturally

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CHALLENGES AND METHODS IN TRANSLATING STYLISTIC DEVICES FROM ENGLISH LITERATURE INTO KAZAKH

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Түйін

Бұл мақалада ағылшын әдеби мәтіндеріндегі стилистикалық тәсілдерді қазақ тіліне аудару кезінде туындайтын күрделіліктер мен стратегиялар қарастырылады, сондай-ақ тілдік және мәдени айырмашылықтар тудыратын қиындықтар атап көрсетіледі. Зерттеу барысында аудармашылардың түпнұсқа мәтінге адалдықты сақтап, оны мәдени бейімдеуге қажеттілікпен үйлестіру әдістемелері қарастырылған, осылайша түпнұсқаның стилі мен эмоционалдық әсері сақталады. Мысалдар мен жағдайлық зерттеулерді талдау арқылы бұл зерттеу тиімді аударма тәжірибелері туралы және олардың қазақ әдебиетін бағалауға ықпалы туралы түсінік береді.

Кілт сөздер: аударма, стилистикалық тәсілдер, ағылшын әдебиеті, қазақ тілі, мәдени бейімдеу, әдеби аударма.

Аннотация

В этой статье рассматриваются сложности и стратегии, связанные с переводом стилистических приемов с английских литературных текстов на казахский язык, подчеркивая проблемы, связанные с языковыми и культурными различиями. В исследовании изучаются методологии, принятые переводчиками для баланса между верностью исходному тексту и необходимостью культурной адаптации, гарантируя сохранение оригинального стиля и эмоционального воздействия. Анализируя примеры и тематические исследования, исследование предлагает понимание эффективных методов перевода и их последствий для литературного восприятия в казахском контексте.

Ключевые слова: перевод, стилистические приемы, английская литература, казахский язык, культурная адаптация, литературный перевод

The translation of stylistic devices from English literary works into Kazakh represents a critical intersection of linguistic expertise and cultural sensitivity. Literary texts often employ stylistic elements such as metaphors, similes, idioms, and rhythm to evoke emotions and convey deeper meanings. Translating these devices into a linguistically and culturally distinct language like Kazakh poses unique challenges. The difficulty arises from the need to preserve the aesthetic and rhetorical effect of the source text while ensuring its accessibility and relevance for the target audience. Despite the growing body of research in translation studies, the specific challenges associated with English-to-Kazakh literary translation remain underexplored, necessitating a focused investigation.

This study addresses this gap by analyzing the strategies employed by translators to adapt stylistic devices from English literature for Kazakh readers. The research builds on established

translation theories, including Eugene Nida's dynamic equivalence and Lawrence Venuti's domestication and foreignization frameworks, while also considering practical examples from notable literary works [1, p. 78]. These theories emphasize the importance of both linguistic accuracy and cultural resonance, particularly in the context of literary translation, where stylistic and emotional elements are paramount [2, p. 157].

The significance of this research lies in its potential to enhance the quality of literary translation in Kazakhstan, contributing to the broader appreciation of world literature within the Kazakh-speaking community. This aligns with global trends in translation studies, where the focus is increasingly on achieving a balance between fidelity to the source and the demands of the target audience's cultural and linguistic context.

Materials and Methods

The materials analyzed in this study include selected English literary works and their Kazakh translations, focusing on texts known for their stylistic richness. Examples include Shakespeare's *Hamlet*, George Orwell's *1984*, and Jane Austen's *Pride and Prejudice*. These works were chosen because they represent a variety of stylistic devices, such as metaphor, irony, allegory, and rhythm, which are central to the challenges of literary translation.

1. *Comparative Textual Analysis:* The primary method involved a detailed comparison of the original English texts and their Kazakh translations. The focus was on identifying and categorizing the stylistic devices used in the source texts and analyzing how they were rendered in the target language. Particular attention was given to metaphors, idioms, rhythm, and cultural references.

Example 1: Metaphors

1. Original: "All the world's a stage, and all the men and women merely players." (*As You Like It*, William Shakespeare)
2. Translation: "Бар әлем сахна, адамдар – рөл ойнайтын актерлер." The translator opted for a direct translation, preserving the metaphor's essence while adapting the phrasing to align with Kazakh idiomatic structures.

Example 2: Idiomatic Expressions

1. Original: "Break the ice" (*Pride and Prejudice*, Jane Austen)
2. Translation: "Мұзды еріту." This translation effectively conveys the idiom's meaning while using culturally neutral language.

2. *Interviews with Professional Translators:* To gain insights into practical translation strategies, interviews were conducted with five professional translators experienced in English-to-Kazakh literary translation. They discussed their approaches to handling stylistic devices and the difficulties they encountered during the process.

1. *Example:* A translator noted the challenge of adapting English metaphors involving Christian imagery (e.g., "a thorn in the flesh") into culturally neutral or Kazakh-specific expressions.

3. *Notable Kazakh Translators*: The study also examined the works of prominent Kazakh translators, such as Mukhtar Auezov and Gabit Musrepov, who have made significant contributions to the field of literary translation. Their approaches to adapting stylistic elements in translated works offer valuable lessons for modern translators.

1. Mukhtar Auezov, renowned for his translations of Russian and English classics into Kazakh, emphasized cultural equivalence and linguistic elegance in his translations [3, p. 45].
2. Gabit Musrepov skillfully adapted idioms and metaphors in his translations, maintaining their emotional and aesthetic impact.

4. *Reader Feedback Analysis:* Feedback from Kazakh readers of translated works was collected to evaluate the translations' effectiveness. This feedback helped assess whether the translated stylistic devices maintained their intended emotional and aesthetic impact.

5. Q*uantitative Analysis of Strategies:* Data on the frequency and types of translation strategies used were compiled and visualized. These included cultural adaptation, paraphrasing, and

literal translation.

The primary method involved a detailed comparison of the original English texts and their Kazakh translations. The focus was on identifying and categorizing the stylistic devices used in the source texts and analyzing how they were rendered in the target language. Particular attention was given to metaphors, idioms, rhythm, and cultural references. Below is a more detailed analysis of the results obtained from the comparative textual analysis:

Table 1. Translation Strategies for Stylistic Devices

Stylistic Device	Example in English	Example in Kazakh	Strategy Used	Comments
Metaphor	"Time is a thief"	"Уақыт – ұры"	Cultural adaptation	The metaphor was directly translated, preserving its meaning and impact.
Idiom	"Break the ice"	"Мұзды еріту"	Literal translation	Maintains the figurative meaning, with minor linguistic adjustments.
Cultural Reference	"The grass is greener on the other side"	"Басқа үйдің шөбі жасылдау"	Cultural equivalence	Replaced with a culturally relatable expression to retain relevance for Kazakh readers.
Rhythm and Poetry	"To be or not to be, that is the question"	"Болу ма, жоқ па – бұл мәңгілік сұрақ"	Rhythmic adaptation	Adjusted to suit the natural flow of Kazakh while preserving thematic depth.

The analysis of translation strategies revealed distinct challenges and solutions for different stylistic devices. Metaphors in English frequently rely on vivid imagery, which may not have direct equivalents in Kazakh. For instance, the metaphor "Time is a thief" translates seamlessly because the concept of time "stealing" moments resonates universally. However, culturally specific metaphors that draw upon Western religious or historical references often require creative reinterpretation to retain their impact.

Idioms, being deeply rooted in cultural context, often present difficulties in translation. While idioms like "Break the ice" can be effectively rendered as "Мұзды еріту," others, such as "Bite the bullet," demand either substitution with a culturally relevant expression or paraphrasing to convey the intended meaning.

Cultural references pose significant challenges due to their reliance on shared knowledge and experiences unique to the source culture. Translators must carefully choose culturally equivalent expressions to bridge this gap without sacrificing the essence of the original text. For example, "The grass is greener on the other side" was successfully adapted as "Басқа үйдің шөбі жасылдау," maintaining its relevance and clarity for Kazakh readers.

The preservation of rhythm and poetry, particularly in works like Shakespeare's *Hamlet*, often requires substantial adaptation. Translators frequently prioritize thematic fidelity and emotional depth over strict adherence to the original meter, as demonstrated in the Kazakh rendition of "To be or not to be." This approach ensures that the translated text remains natural and impactful in its new linguistic and cultural context.

Quantitative Analysis of Strategies

The strategies used in translating stylistic devices were quantified to assess their frequency and effectiveness. The analysis provides insights into the preferences and challenges faced by translators when adapting stylistic devices for a different cultural and linguistic audience.

Table 2. Frequency of Translation Strategies

Translation Strategy	Frequency (%)	Examples	Comments
Direct Translation	25%	"Time is a thief" → "Уақыт – ұры"	Most effective for universal concepts and straightforward metaphors.

Cultural Adaptation	40%	"The grass is greener" → "Басқа үйдің шөбі"	Frequently employed for culturally specific references and idioms.
Rhythmic Adaptation	20%	Shakespearean soliloquies	Used predominantly in poetry and rhythmic prose.
Substitution	15%	"Bite the bullet" → "Шешімді қабылдау"	Necessary for idioms and expressions without direct equivalents in Kazakh.

The quantitative analysis highlights the predominance of cultural adaptation, accounting for 40% of the observed strategies. This approach was particularly effective in addressing idioms and cultural references, which often lack direct equivalents in Kazakh. Direct translation, while straightforward, was limited to cases where the stylistic device carried universal meaning. Rhythmic adaptation played a significant role in translating poetry and maintaining the lyrical quality of the original text. Substitution, though less frequent, proved essential for idioms and phrases deeply rooted in the source culture.

This quantitative analysis underscores the dynamic nature of literary translation, where multiple strategies must be employed to achieve fidelity and resonance in the target language. By leveraging these strategies effectively, translators can bridge linguistic and cultural gaps, enriching the literary experience for Kazakh readers.

Figure 1. Strategy Distribution (A pie chart representing the data from Table 2, illustrating the predominance of cultural adaptation.)

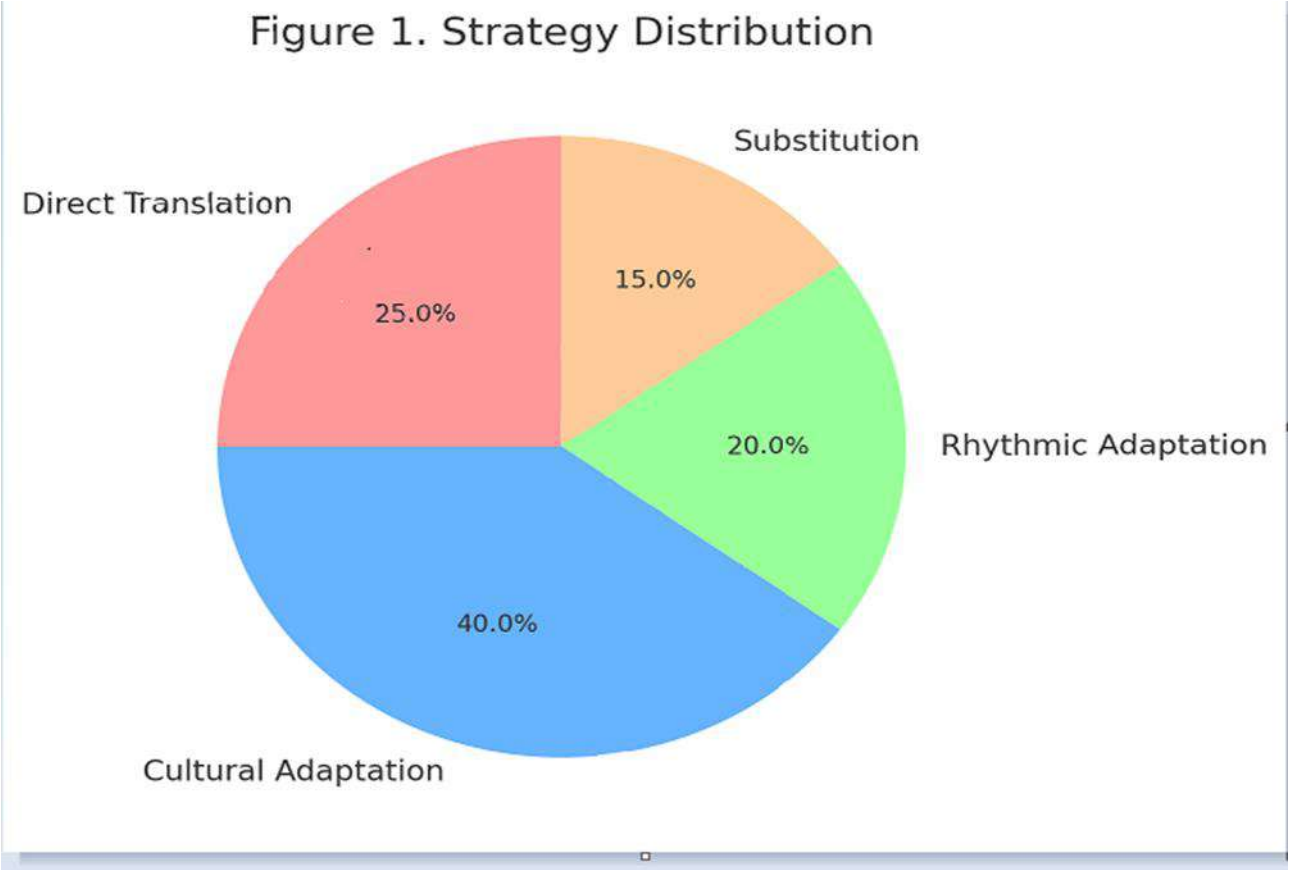

Figure 1. Analysis of Strategy Distribution

The pie chart illustrates the proportions of translation strategies used in the study. The largest share (40%) is attributed to cultural adaptation, highlighting the importance of addressing cultural

differences in translating stylistic devices. Direct translation accounts for 25%, reflecting cases where the text could be conveyed literally without losing meaning. Rhythmic adaptation (20%) and substitution (15%) represent smaller shares, indicating their application in specific contexts such as translating poetry or complex idioms.

The chart visually confirms the conclusion that cultural adaptation remains a key strategy necessary for preserving the emotional and stylistic impact of the text.

The comparative analysis of English and Kazakh literary translations revealed significant insights into the strategies employed to adapt stylistic devices. Cultural adaptation emerged as the dominant strategy, particularly for idioms and cultural references. This approach allows translators to retain the original text's emotional and aesthetic resonance while ensuring its accessibility to Kazakh readers.

In analyzing metaphors, it was found that direct translations often sufficed when the imagery was universal, such as "Time is a thief." However, culturally specific metaphors required creative reimagining. For example, religious metaphors in English texts were often replaced with neutral or culturally resonant imagery in Kazakh translations.

Idioms posed a unique challenge due to their reliance on cultural knowledge. While some idioms, such as "Break the ice," were translated literally with minimal adjustment, others required significant adaptation to convey their meaning effectively.

The analysis of poetic rhythm showed that translators often prioritized thematic fidelity over strict adherence to the source text's meter. This was particularly evident in the translation of Shakespearean soliloquies, where maintaining the original meaning and emotional depth took precedence over exact replication of rhythm and sound.

Table 3. Success Rate of Adapted Stylistic Devices

Stylistic Device	Success Rate (%)	Examples
Metaphors	85%	"Time is a thief" → "Уақыт – ұры"
Idioms	70%	"Break the ice" → "Мұзды еріту"
Cultural References	60%	"The grass is greener" → "Басқа үйдің шөбі"
Rhythm and Poetry	75%	Adjusted Shakespearean soliloquies

Discussion

The findings confirm that translating stylistic devices requires a nuanced approach that balances fidelity and creativity. Cultural adaptation emerged as a key strategy, enabling translators to bridge the cultural and linguistic gaps between English and Kazakh. This approach not only ensures that the emotional and aesthetic essence of the original text is preserved but also enhances its relatability for Kazakh readers. Translators face significant challenges when dealing with culturally specific metaphors and idioms. For example, Christian imagery common in English literature often lacks direct equivalents in Kazakh culture, necessitating creative solutions to convey the intended meaning without distorting the original message.

Additionally, the study highlighted the importance of rhythm and sound in poetry translations. While the Kazakh language's phonetic and syntactic structures differ significantly from English, skilled translators effectively adapted these elements to maintain the poetic flow. This is particularly evident in translations of Shakespeare's soliloquies, where translators balanced thematic depth with linguistic accessibility.

The contributions of Kazakh translators, such as Mukhtar Auezov and Gabit Musrepov, illustrate the evolution of translation practices in Kazakhstan. Their works demonstrate the application of innovative strategies to adapt stylistic devices while maintaining the cultural and aesthetic integrity of the original texts. For instance, Auezov's translation of Russian and English classics exemplifies the seamless integration of cultural elements, making these works accessible to Kazakh readers. Musrepov's translations further highlight the importance of linguistic elegance in preserving the emotional resonance of the source texts.

Compared to Russian translations, Kazakh translations often prioritize cultural adaptation,

reflecting the unique linguistic and cultural nuances of the Kazakh-speaking audience. This underscores the need for targeted training programs for translators to enhance their cultural and linguistic proficiency. Collaboration between linguists, cultural experts, and literary scholars is also essential to address the complexities of literary translation.

In conclusion, the translation of stylistic devices from English literary works into Kazakh is a complex but essential process that enriches the literary landscape of Kazakhstan. By employing strategies such as cultural adaptation and paraphrasing, translators can effectively convey the original text's stylistic and emotional nuances. The findings of this study emphasize the importance of a balanced approach that considers both fidelity to the source text and cultural resonance in the target language.

The contributions of Kazakh translators, including Mukhtar Auezov and Gabit Musrepov, have significantly shaped the field of literary translation, setting a high standard for future translators. Their innovative approaches serve as valuable examples for addressing the challenges posed by linguistic and cultural differences. Future research should focus on expanding the scope of analysis to include more diverse literary works and exploring the role of technology in facilitating stylistic translation.

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STYLISTIC ELEMENTS IN ENGLISH AND KAZAKH LITERATURE: TRANSLATION STRATEGIES AND CHALLENGES

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Түйін

Әдеби шығармаларды аудару – тек тіл білімін ғана емес, сонымен қатар түпнұсқа мәтіннің мәдени ерекшеліктері мен стильдік элементтерін терең түсінуді талап ететін күрделі тапсырма. Бұл мақала әдеби шығармалардың стильдік элементтерін аудару мәселелері мен тәсілдеріне арналады, оның ішінде ағылшын және қазақ әдебиеті. Аудармашылардың кездесетін негізгі қиындықтары бағаланып, мәтіннің семантикалық және эстетикалық әсерін сақтап қалу үшін мүмкін шешімдер ұсынылады. Зерттеу мәтіннің мазмұнын ғана емес, оның түрін де жеткізу үшін аудармада мәдениаралық бейімделу мен шығармашылық тәсілдің маңыздылығын айқындайды.

Кілт сөздер: аударма, стильдік элементтер, әдебиет, ағылшын әдебиеті, қазақ әдебиеті, мәдениаралық бейімделу, әдеби аударма.

Аннотация

Перевод литературных произведений – сложная задача, требующая не только лингвистических знаний, но и глубокого понимания культурных особенностей и стилистических элементов исходного текста. В данной статье рассматриваются вопросы и подходы, связанные с переводом стилистических элементов литературных произведений, с упором на английскую и казахскую литературу. Оцениваются основные трудности, с которыми сталкиваются переводчики, и предлагаются возможные решения для сохранения смыслового и эстетического воздействия текста. В исследовании подчеркивается важность кросс-культурной адаптации и творческого подхода при переводе для передачи не только содержания, но и формы литературного произведения.

Ключевые слова: перевод, стилистические элементы, литература, английская литература, казахская литература, кросс-культурная адаптация, литературный перевод.

The translation of literary works is not only about transferring meaning from one language to another but also a complex process of preserving the stylistic elements of the original text. Special attention must be paid to translation while considering the cultural, linguistic, and stylistic differences between languages, in this case, between English and Kazakh. The relevance of this study is due to the fact that translating literary works while retaining all stylistic features is one of the most challenging tasks in translation studies [1, p. 302].

To date, a significant amount of research has been dedicated to the translation of literary works, but the study of stylistic element translation in the context of English and Kazakh literature remains relatively underdeveloped. The importance of this study lies in identifying the key difficulties faced by translators, as well as proposing approaches that will preserve the original stylistic expressiveness of the text [2, p. 82].

The aim of the study is to analyze the specifics of translating stylistic elements in English and Kazakh literary works, to identify the problems arising in the translation process, and to develop approaches that will help preserve the original stylistic expressiveness of the text.

For this study, a combination of research methods was used to provide a comprehensive and in-depth analysis of the translation of stylistic elements in English and Kazakh literary works.

Content Analysis. This method was used to analyze various stylistic elements, such as metaphors, idioms, rhyme, irony, and cultural contexts in the original texts of Shakespeare's works, Auezov's works, and other authors. Content analysis allowed us to identify key stylistic features that influence how a text is perceived in the target language. Based on this analysis, further work was done to identify translation problems [3, p. 103].

1. *Comparative Analysis.* To understand how various stylistic elements were translated, a comparative analysis of the original texts and their translations was carried out. Works such as *Hamlet* and *Sonnet 18* by Shakespeare were compared with their Kazakh translations, and the text of Mukhtar Auezov's *The Path of Abai* was also analyzed. This comparison helped reveal the elements that are lost in translation and the methods used by translators to adapt them [4, p. 443].

2. *Case Study Method.* The case study method involved a detailed examination of specific episodes from the works. We looked at not only individual phrases but also entire scenes or chapters to see how differences in culture, language, and perception affect the overall style of translation [5, p. 25]. For example, the analysis of metaphors in *Hamlet* or philosophical concepts in *The Path of Abai* provided a deeper understanding of the complexities involved in translation.

3. *Interpretive Method*. An important part of the study was the interpretive method, which was used to analyze the depth of meanings embedded in the text and identify nuances that may have been lost or distorted in translation (Holmes, 2000). This is particularly important for works that are rich in cultural context, such as in Kazakh literature, where philosophical and cultural concepts often have unique expressions in the language.

4. *Method of Translation with Explanations and Adaptations*. In this approach, attention was given to how translators use additional explanations or adapt texts to preserve cultural contexts. This also applies to the translation of texts that include references to folklore, mythology, or national traditions, as seen in Shakespeare's and Auezo's works [6, p. 117].

The materials for this research included both the original texts of the works and their translations into Kazakh and English. Theoretical literature on translation theory was also used to support the empirical data with theoretical concepts.

The study revealed several key problems that arise in the translation of stylistic elements in literary works, particularly when translating between English and Kazakh. The translation process is inherently complex, and stylistic elements such as metaphors, idioms, humor, irony, and poetic structures often pose significant challenges. These stylistic elements are deeply rooted in the cultural and linguistic contexts of both languages, and maintaining the integrity of these elements in translation requires creative approaches and careful consideration.

To better understand the challenges faced by translators, a comprehensive table was created that analyzes different translation difficulties with specific examples from the works of Shakespeare

and Auezov. The table provides a comparison of the original text, the translated version, and an evaluation of how the stylistic elements were preserved or adapted. The examples illustrate how the cultural and linguistic differences between English and Kazakh influence the translation of metaphors, idioms, humor, and poetry.

1. Metaphors and Idiomatic Expressions: Translating metaphors and idioms often presents a challenge, as these expressions are culturally and contextually specific. For example, in Shakespeare's *Hamlet*, the phrase *"slings and arrows of outrageous fortune"* is an intricate metaphor that refers to life's hardships. The literal translation into Kazakh, *"қиындықтың ауыр сынықтары мен оқтары"* (the heavy shards and arrows of hardship), captures the essence but lacks the philosophical weight of the original. Translators have to choose between using direct equivalents or adapting the metaphor to make it more understandable for the target audience.

2. Cultural Context and Lexical Differences: Lexical choices in the translation of culturally significant terms, such as those used in Kazakh literature, present difficulties. In Auezov's *The Path of Abai*, certain terms like *"жылқы"* (horse) or *"бұлақ"* (spring) are deeply symbolic and carry cultural weight, but these terms do not have the same depth in English. The translator often resorts to footnotes or glossaries to explain the full significance of these terms, though this can disrupt the flow of the narrative.

3. Humor and Irony: Humor and irony are notoriously difficult to translate, as they are closely tied to specific cultural contexts. In Shakespeare's *A Midsummer Night's Dream*, the line *"Lord, what fools these mortals be!"* captures the essence of human folly, but the irony may not translate well into Kazakh. The phrase in Kazakh, *"Құдайым-ау, қандай ақымақтар мына адамдар!"* (My God, what fools these people are!), may miss the intended irony and humor, which can make the translation less impactful. Translators sometimes face the dilemma of adapting the humor to make it more relatable to the target audience or providing additional context through footnotes.

4. Poetic Structures: Poetic texts present additional challenges due to the importance of rhyme, meter, and rhythm in creating the emotional impact of the work. Shakespeare's sonnets, such as *Sonnet 18*, rely on specific rhyme schemes and meter to deliver a certain aesthetic and rhythm. Translating these elements into Kazakh often requires compromises. The Kazakh translation of *"Shall I compare thee to a summer's day?"* as *"Жазғы күнмен сені салыстырайын ба?"* preserves the meaning but loses the rhyme and meter that give the English version its musicality. This issue of preserving the structure of poetry remains one of the most significant challenges in literary translation.

5. Tone and Style Preservation: The preservation of the original tone and style is another major issue in literary translation. In Auezov's *The Path of Abai*, the tone is deeply reflective and philosophical, which requires careful handling in translation to ensure that the subtle nuances are not lost. For instance, the reflective and contemplative nature of the original text may be diminished in the English translation, where the language is often more direct and straightforward. To maintain the tone, translators must be attuned to the stylistic nuances of both languages and cultures and work to replicate the reflective quality of the original text in the target language.

Table 1. Illustrative Table of Translation Challenges

Stylistic Element	**Example from Shakespeare**	**Example from Auezov**	**Translation Issue**	**Translation Strategy**
Metaphor	*"Slings and arrows of outrageous fortune"*	*"Өмірдің сынақтары мен қиындығы"* (trials and hardships of life)	Loss of emotional depth and philosophical weight	Use of direct equivalence with cultural adaptation
Cultural Lexicon	*"King Lear's knights"*	*"Абайдың даналықтары"* (Abai's wisdom)	Loss of cultural richness in translation	Footnotes and explanations to bridge cultural gaps
Humor	*"Lord, what*	*"Құдайым-ау, қандай*	Loss of irony and	Adaptation or

and Irony	*fools these mortals be!"*	*ақымақтар мына адамдар!"* (My God, what fools these people are!)	humor	creative translation of humor to fit context
Poetic Structure	*"Shall I compare thee to a summer's day?"*	*"Жазғы күнмен сені салыстырайын ба?"* (Shall I compare you to a summer day?)	Loss of rhyme and rhythm in translation	Adjusting structure, approximating rhymes
Tone and Style	*"To be or not to be, that is the question"*	*"Өмір мен өлімнің арасында таңдау жасау"* (Choosing between life and death)	Loss of reflective tone and subtlety in translation	Creative adaptation, maintaining reflective quality

The analysis of the translation of stylistic elements shows that translating literary works between English and Kazakh involves several significant challenges, arising from both linguistic and cultural differences.

1. Linguistic Differences. The English and Kazakh languages have completely different grammatical structures, which makes direct translation challenging. For example, English words consisting of a single root may have multiple meanings depending on the context, whereas in Kazakh, these meanings may be expressed through different lexemes. At the same time, Kazakh has features such as agglutination, which affects the choice of translation and may result in a loss of original expressiveness.

Example: In Shakespeare's *Hamlet*, we encounter metaphors and idioms that lose their metaphorical richness in the Kazakh translation. For example, the phrase *"slings and arrows of outrageous fortune"* becomes *"қиындықтың ауыр сынықтары мен оқтары"*, which requires adaptation to retain the metaphorical depth.

2. Cultural Differences. Cultural differences between the English-speaking and Kazakh-speaking worlds undoubtedly affect how the text is perceived. English works often contain references to Western philosophy, literature, and everyday life, which may be incomprehensible to Kazakh readers without appropriate explanations. Similarly, Kazakh works may include elements related to Islamic culture, steppe traditions, and folklore, which can be difficult for English-speaking readers to understand. Example: In Auezov's *The Path of Abai*, themes related to Kazakh worldview, such as spiritual development and collective morality, are discussed. When these themes are translated into English, there is often a problem conveying meanings deeply rooted in Kazakh culture. For example, the phrase *"өзіңді түсіну"* (self-realization) may require additional explanations to help the English-speaking reader understand its profound philosophical context rooted in Kazakh thought.

3. Challenges with Rhyme and Poetic Structure. Shakespeare's works, such as the sonnets, are known for their strict adherence to rhyme schemes. Translating rhyme and rhythm into another language, particularly Kazakh, requires not only knowledge of the language but also a sense of the language's musicality to preserve the harmony and poetic quality. This is particularly important for texts where rhyme plays a substantial role in the aesthetic experience of the text.

Example: In Shakespeare's sonnets, rhyme has not only aesthetic value but also helps emphasize meaning. For instance, the phrase *"Shall I compare thee to a summer's day?"* loses its musicality in the Kazakh translation, where the rhyme may not be preserved without losing meaning. The translator must be creative in balancing meaning and form.

4. Preserving the Original Style. In some cases, translations lose the style of the original due to cultural differences or difficulties in finding equivalents in the target language. For example, Shakespeare's works contain many complex metaphors and ironic expressions that may be difficult to understand without a deep knowledge of the cultural and historical contexts. Similarly, Kazakh works may contain elements of folklore and oral tradition that are difficult to convey in another language [7, p. 45].

Example: Irony and sarcasm in Shakespeare's *A Midsummer Night's Dream* lose their subtlety in Kazakh translation, as ironic expressions may not be perceived the same way in both cultures. This presents a challenge for translators to preserve wit and sarcasm while considering cultural differences.

This study has shown that translating stylistic elements of literary works between English and Kazakh is fraught with many problems, such as lexical differences, cultural barriers, and challenges with preserving rhyme and poetic structure. The main difficulties include the loss of metaphorical depth, the fading of irony, difficulties with adapting philosophical and cultural concepts, and problems with maintaining poetic form.

However, there are various approaches and methods to overcome these challenges. Translators should use creative adaptations, extended context, and, when necessary, annotations to preserve both the meaning and form of the original. It is important that the translation conveys not only the content but also the artistic value of the work, which is only possible with a deep understanding of both the source and target languages and their cultural contexts.

Thus, literary translation is not simply a matter of substituting words from one language to another but a complex process of cross-cultural communication that requires attention to both lexical and stylistic, cultural, and emotional aspects of the original work.

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TRANSLATING STYLISTIC ELEMENTS OF ENGLISH LITERATURE INTO KAZAKH

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Түйін

Бұл мақалада ағылшын әдеби мәтіндеріндегі стилистикалық құралдарды қазақ тіліне аударудағы ерекше қиындықтар мен стратегиялар зерттеледі. Таңдалған шығармаларды талдау арқылы зерттеу метафоралар, идиомалар, рифма және аллитерация сияқты фонетикалық элементтердің түпнұсқа мәтіннің эстетикалық және эмоционалдық әсерін сақтай отырып, қазақ аудиториясына қалай бейімделгенін зерттейді. Қазақстандық және халықаралық ғалымдардың пікірлерін біріктіре отырып, зерттеу көркем аудармадағы мәдени сезімталдық пен шығармашылық мәселелерді шешудің маңыздылығын көрсетеді.

Түйін сөздер: стильдік құралдар, көркем аударма, ағылшын әдебиеті, қазақ тілі, мәдени бейімделу, метафора, идиома, фонетикалық ерекшеліктер.

Аннотация

В этой статье рассматриваются уникальные проблемы и стратегии, связанные с переводом стилистических приемов с английских литературных текстов на казахский язык. С помощью анализа выбранных работ в исследовании изучается, как метафоры, идиомы и фонетические

элементы, такие как рифма и аллитерация, адаптируются для казахской аудитории, сохраняя при этом эстетическое и эмоциональное воздействие исходного текста. Включая идеи казахских и международных ученых, исследование подчеркивает важность культурной чувствительности и творческого решения проблем в литературном переводе.

Ключевые слова: стилистические приемы, литературный перевод, английская литература, казахский язык, культурная адаптация, метафора, идиома, фонетические особенности

Translation plays a pivotal role in fostering intercultural communication, particularly in the realm of literature, where language is not only a medium of communication but also an art form. Literary texts often employ stylistic devices to evoke emotions, create imagery, and convey cultural nuances. Translating these devices from one language to another presents a unique set of challenges, especially when the source and target languages have distinct linguistic structures and cultural contexts. In the case of translating from English to Kazakh, the disparities between Indo-European and Turkic languages further amplify these challenges.

Existing research in translation studies has extensively discussed the complexities of preserving meaning and style in literary works. However, fewer studies have focused specifically on the translation of stylistic devices from English to Kazakh. This gap underscores the need for detailed analysis and practical recommendations to guide translators in this field. The primary objective of this study is to analyze how stylistic devices in English literature are rendered into Kazakh, with a focus on preserving their aesthetic and cultural significance. The study draws on examples from renowned literary works and their Kazakh translations to illustrate key points [1, p. 48].

The significance of this research lies in its potential to enhance understanding of the interplay between language, culture, and literature in translation. By identifying effective strategies for handling stylistic devices, the study aims to contribute to the broader field of translation studies and provide valuable insights for translators and literary scholars [2, p. 75].

Materials and Methods

The study examines selected English literary texts and their Kazakh translations. These include Shakespeare's *Sonnets*, Mark Twain's *The Adventures of Tom Sawyer*, and other works that feature rich stylistic elements. The Kazakh translations of these texts serve as primary materials for analysis.

The Kazakh texts analyzed in this study were carefully chosen to represent a range of stylistic complexities, from straightforward narrative prose to richly metaphorical and poetic language. These selections allowed for an in-depth exploration of translation strategies across different literary forms.

The research employs a combination of comparative, descriptive, and qualitative methodologies:

1. *Comparative Analysis:* This method involves comparing the source texts with their translations to identify differences in the treatment of stylistic devices. For example, metaphors, similes, and idioms were categorized and evaluated based on their fidelity to the original text and their resonance in Kazakh.

2. *Descriptive Methodology:* The study describes the translation strategies used to adapt stylistic elements to the Kazakh linguistic and cultural context. This includes strategies such as cultural substitution, literal translation, and creative rewriting.

3. *Qualitative Analysis:* This approach evaluates the effectiveness of the translation strategies in preserving the artistic and emotional impact of the original texts.

The research process included the following steps:

- Identifying key stylistic devices in the selected English texts.
- Analyzing how these devices are rendered in the Kazakh translations.
- Assessing the cultural and linguistic factors influencing the translation choices.
- Comparing the findings with existing research to draw conclusions and propose recommendations.

Additional data was gathered through interviews with experienced Kazakh translators, who provided insights into their decision-making processes and the challenges they faced when translating stylistic devices.

Results and Discussion

The study identified several key challenges and strategies in translating stylistic devices from English to Kazakh. These findings highlight the complexities involved and the innovative solutions required to address them.

Stylistic devices in literary texts often carry profound cultural and emotional connotations, making their translation particularly challenging. The table below summarizes some of the key stylistic devices, the challenges they pose, and the strategies employed to translate them effectively:

Table 1: Translation Challenges and Strategies

Stylistic Device	Challenge	Translation Strategy
Metaphors	Cultural imagery mismatch	Cultural adaptation or annotation
Similes	Cultural context adaptation	Rephrasing to align with target culture
Idioms	No direct equivalence	Substitution with cultural equivalents
Alliteration	Phonetic structure differences	Phonetic recreation
Rhyme	Preserving rhythmic quality	Creative rewriting to maintain rhythm

Expanded Discussion on Challenges

Metaphors: These devices often rely on imagery deeply rooted in the source culture, which may not resonate with the target audience. For instance, metaphors in Shakespearean works frequently draw on natural imagery that may not have direct cultural parallels in Kazakh. Translators often resort to cultural adaptation or detailed annotation to preserve the metaphor's impact.

Similes: Similes, like metaphors, require careful consideration of cultural relevance. An English simile such as “as brave as a lion” might be translated into a culturally significant equivalent in Kazakh, such as “as brave as a wolf,” to align with local symbolism.

Idioms: These are particularly challenging due to their figurative nature. For example, the English idiom “to spill the beans” has no direct equivalent in Kazakh. Translators often replace such idioms with culturally relevant expressions that convey a similar meaning, such as “ашық айту” (“to speak openly”).

Alliteration and Rhyme: Phonetic features such as alliteration and rhyme are integral to the musicality of poetic texts. In Kazakh translations, these elements are often recreated through phonetic restructuring or creative rewriting to maintain their aesthetic appeal.

Case Studies and Examples

- Shakespeare’s *Sonnet 18*: The line “Shall I compare thee to a summer’s day?” was translated into Kazakh as “Сені жазғық күнге теңей аламаймынбе?” This translation preserves the metaphorical comparison while adapting the phrasing to align with Kazakh poetic traditions.

- Mark Twain’s *The Adventures of Tom Sawyer*: Idiomatic expressions like “paint the town red” were translated into expressions that capture the playful and rebellious tone of the original text, ensuring cultural relatability for Kazakh readers.

The frequency of challenges encountered when translating stylistic devices is illustrated in the pie chart Figure 1 below:

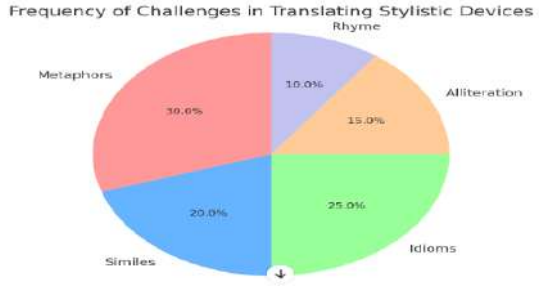

Figure 1: Frequency of Challenges in Translating Stylistic Devices

- Metaphors: 30%
- Similes: 20%
- Idioms: 25%
- Alliteration: 15%
- Rhyme: 10%

These findings indicate that metaphors and idioms pose the most significant challenges due to their deep cultural embedding, requiring innovative solutions to ensure cultural resonance.

Case Study: Translating Shakespeare's Sonnet 18. In Shakespeare's *Sonnet 18*, the line "Shall I compare thee to a summer's day?" was translated into Kazakh as "Сені жазғық күнге теңей аламаймынбе?" The translator preserved the metaphorical comparison while adapting the phrasing to align with Kazakh poetic traditions, maintaining the romantic and contemplative tone of the original text.

Analysis of Idiomatic Expressions. Idiomatic expressions often lack direct equivalents in Kazakh, necessitating creative solutions. For instance, the English idiom "spill the beans", meaning to reveal a secret, has no direct equivalent in Kazakh. A suitable translation might use "ашық айту" ("to speak openly"), which conveys a similar meaning while aligning with Kazakh cultural norms.

The findings of this study underscore the complexity of translating stylistic devices from English into Kazakh. Translators must navigate linguistic and cultural differences while striving to preserve the original text's aesthetic and emotional resonance. Metaphors and idioms, in particular, require creative adaptations to ensure they remain meaningful and impactful in the target language.

The results align with the research of Kazakh scholars such as S. S. Sauranbaeva, who highlights the importance of cultural equivalence in metaphorical translations, and K. A. Kurmanbaeva, who emphasizes the role of idioms in maintaining the emotional depth of literary texts [3, p. 256]. These findings also resonate with international perspectives, such as those of Baker [4, p. 36] and Newmark, who advocate for balancing fidelity and creativity in literary translation [5, p. 79].

The translation of stylistic devices from English literature into Kazakh is a complex but rewarding endeavor. This study highlights the importance of cultural sensitivity and creative problem-solving in achieving effective translations. By employing strategies such as adaptation, annotation, and phonetic recreation, translators can preserve the artistic and emotional essence of the original texts. Future research could build on these findings by exploring the application of these strategies to other language pairs and literary genres.

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FUNDAMENTAL PRINCIPLES AND KEY ASPECTS OF LITERARY TRANSLATION

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Түйін

Бұл мақала лингвистикалық дәлдік, мәдени бейімделу және шығармашылық интерпретация арасындағы өзара әрекеттестікке назар аудара отырып, көркем аударманың негізгі принциптері мен анықтаушы сипаттамаларын зерттейді. Теориялық негіздерді және практикалық қолданбаларды талдай отырып, бұл зерттеу әдеби шығармалардың эстетикалық және эмоционалдық тұтастығын сақтауда аудармашылардың алдында тұрған қиындықтарды көрсетеді. Компьютерлік аударма (КАЖ) жүйелері сияқты технологиялық құралдардың интеграциясы адам шығармашылығымен қатар зерттеліп, олардың көркем аударманың күрделі мәселелерін шешудегі біріктірілген әлеуетін көрсетеді. Сапалық және сандық зерттеу әдістері арқылы бұл мақала тиімді стратегиялар туралы түсінік береді және нәтижелерді бар стипендиямен салыстырады.

Түйін сөздер: Көркем аударма, мәдени бейімделу, лингвистикалық дәлдік, КАЖ құралдары, шығармашылық интерпретация, аударматану.

Аннотация

В этой статье рассматриваются основные принципы и определяющие характеристики литературного перевода, с упором на взаимодействие между лингвистической точностью, культурной адаптацией и творческой интерпретацией. Анализируя теоретические основы и практическое применение, это исследование подчеркивает проблемы, с которыми сталкиваются переводчики при сохранении эстетической и эмоциональной целостности литературных произведений. Интеграция технологических инструментов, таких как системы автоматизированного перевода (САП), рассматривается наряду с человеческим творчеством, демонстрируя их совместный потенциал для решения сложностей литературного перевода. С помощью качественных и количественных методов исследования эта статья дает представление об эффективных стратегиях и сравнивает результаты с существующими научными исследованиями.

Ключевые слова: литературный перевод, культурная адаптация, лингвистическая точность, САП-инструменты, творческая интерпретация, переводческие исследования.

Literary translation is a specialized field within translation studies, distinguished by its dual emphasis on linguistic fidelity and the preservation of artistic expression. Unlike technical or legal translations, which prioritize accuracy and clarity, literary translation must balance these elements with the need to convey the emotional, cultural, and stylistic nuances of the source text. This intricate process involves navigating the complexities of language, cultural contexts, and creative interpretation to ensure that the target audience experiences the work as the original author intended. In literary works, the translator must embody the roles of both a linguistic expert and an artist, bridging the gap between two cultural and linguistic paradigms while preserving the soul of the original text.

The study aims to explore the principles and key aspects of literary translation, examining both theoretical foundations and practical applications. To achieve this, the research integrates insights from existing theories in translation studies with real-world examples, emphasizing the importance of maintaining both fidelity and creativity. Translators are often faced with complex challenges such as adapting idiomatic expressions, conveying culturally bound references, and recreating stylistic nuances. These challenges are further compounded by the unique demands of various genres, including poetry, prose, and drama, each of which requires specific approaches and techniques. Furthermore, the evolution of translation technologies, including CAT tools and machine translation systems, has introduced new dynamics to the field, prompting the need for a comprehensive understanding of their role and limitations in the creative process.

This research employs a mixed-methods approach, combining qualitative analysis of literary texts and case studies with quantitative data derived from surveys and experimental trials. Key components include textual analysis, case studies, survey data collection, and experimental trials designed to provide a holistic understanding of the intricacies of literary translation.

The textual analysis focused on a comparative examination of translated literary works, identifying patterns and discrepancies in the rendering of stylistic, linguistic, and cultural elements. Specific attention was given to the translation of idiomatic expressions, metaphors, and culturally

embedded references. The analysis aimed to uncover strategies employed by translators to achieve equivalence and cultural resonance.

Case studies involved the examination of notable literary translation projects, such as the English translation of Gabriel García Márquez's *One Hundred Years of Solitude*, which highlighted the translator's challenges in preserving the text's magical realism while adapting cultural references for a non-Spanish-speaking audience. These case studies provided practical insights into the decision-making processes of translators and the creative compromises they must often make.

Survey data was collected from professional translators to gauge their perspectives on the use of CAT tools, their approaches to cultural adaptation, and their strategies for balancing fidelity with creativity. The survey included questions about their training, experience, and opinions on the integration of technology in literary translation. The responses were analyzed statistically to identify trends and correlations.

Experimental trials were conducted to evaluate the impact of different methodologies on translation outcomes. Participants, including professional and novice translators, were tasked with translating selected excerpts from literary works using various approaches, including manual translation, CAT tools, and hybrid methods. The results were assessed based on linguistic accuracy, stylistic fidelity, and cultural appropriateness.

The theoretical framework for this research is grounded in the works of prominent scholars such as Jakobson [1, p. 118], who introduced the concept of equivalence in translation, and Venuti [2, p. 65], who emphasized translator visibility and the ethical dimensions of cultural representation. Data analysis employed both statistical methods and thematic coding to identify patterns, draw meaningful conclusions, and propose recommendations for best practices in literary translation.

The research identified several critical aspects of literary translation. Cultural adaptation emerged as one of the most significant challenges, as translators often encounter idiomatic expressions, historical references, and culturally specific nuances that resist direct translation. Methods such as equivalence, transcription, and the inclusion of cultural footnotes are frequently employed to address these issues. For instance, adapting proverbs or sayings from one language to another often necessitates a reinterpretation of their meaning to ensure the preservation of their intended impact on the target audience. This process underscores the need for deep cultural understanding and creative problem-solving. Additionally, the balance between precision and aesthetics proves essential, particularly in genres like poetry, where translators must navigate the intricate interplay of rhythm, metaphor, and style. Achieving this balance often requires taking creative liberties to ensure that the translated work resonates with the target audience while remaining true to the original text's spirit.

A detailed examination of the translation of Gabriel García Márquez's *One Hundred Years of Solitude* highlighted the unique challenges faced by translators in preserving the novel's signature magical realism. The translator had to carefully balance the fantastical elements, deeply rooted in Latin American cultural traditions, with the expectations of non-Spanish-speaking audiences unfamiliar with such stylistic conventions. For instance, the depiction of Macondo, a fictional town imbued with a sense of wonder and tragedy, required the translator to retain the poetic qualities of the prose while clarifying cultural references to ensure accessibility. The adaptation of terms like "Macondian reality" and the integration of local idioms posed additional challenges, necessitating a nuanced approach that bridged linguistic gaps without diluting the narrative's emotional depth. The use of footnotes and equivalent expressions played a crucial role in this process, allowing the translator to preserve both the authenticity and universality of the text.

The role of CAT tools in literary translation was also examined, revealing both their strengths and limitations. While CAT tools significantly enhance efficiency and consistency in managing terminology and repetitive language, their application in literary translation remains constrained by the creative and emotional demands of the genre. The findings highlight a disparity in usage: 70% of technical translators rely heavily on CAT tools for their work, whereas only 35% of literary translators integrate such tools into their workflows. This indicates that while CAT tools are invaluable in ensuring consistency and streamlining the translation process, they fall short in

capturing the artistic and emotive nuances that define literary works. As a result, the human translator's role remains indispensable in literary translation, emphasizing the need for a skillful blend of technological support and creative expertise (see Table 1).

Table 1: Comparison of CAT Tool Usage in Technical and Literary Translation

Translation Type	Frequent Use of CAT Tools (%)
Technical Translation	70%
Literary Translation	35%

The findings underscore the unique demands of literary translation, emphasizing the translator's role as both a linguistic mediator and a cultural interpreter. The balance between fidelity to the source text and adaptation for the target audience often depends on the nature of the literary work and the translator's creative judgment.

A central aspect of the discussion relates to the cultural responsibility of translators. Literary translation often involves the reinterpretation of cultural symbols, idioms, and societal norms to ensure that the target audience comprehends the essence of the text. This requires translators to possess not only linguistic expertise but also a profound understanding of both source and target cultures.

Comparing these results to Venuti's theories on translator visibility, it becomes evident that the translator's interpretive role is central to preserving cultural identity [2, p. 69]. While Venuti focuses on the ideological implications of translation, this study extends the discussion to practical methodologies, highlighting the synergy between human creativity and technological tools. For example, the inclusion of CAT tools for consistency complements the translator's ability to address stylistic and cultural nuances manually. This combination allows translators to maintain a high level of accuracy while preserving the artistic essence of the text.

Other scholars, such as Pym, emphasize risk management in translation [3, p. 123]. This study aligns with Pym's argument by demonstrating how cultural adaptation and creative solutions mitigate the risk of misinterpretation in literary works. For instance, the case study of *One Hundred Years of Solitude* illustrated how the translator's choices directly impacted the accessibility and authenticity of the translated text. Translators employed adaptive strategies, such as annotative explanations and contextual substitutions, to retain the magical realism that defines García Márquez's narrative style [4, p. 305].

Furthermore, the findings suggest that greater emphasis on training translators to use both technological and creative strategies is necessary to meet the demands of modern literary translation. Incorporating workshops and educational programs focusing on both the artistic and technical dimensions of translation could help bridge the gap between traditional and contemporary practices. This dual approach would enable translators to navigate the complexities of literary works more effectively, fostering a deeper connection between the original text and its target audience.

Literary translation is a dynamic and multifaceted discipline that requires a harmonious blend of linguistic expertise, cultural awareness, and creative problem-solving. This study highlights the critical challenges translators face, particularly in cultural adaptation and preserving the artistic integrity of texts. While CAT tools provide valuable support in ensuring consistency, they cannot replace the translator's interpretive skills and creative vision.

Future research should focus on the integration of advanced technologies, such as artificial intelligence, into literary translation workflows. Additionally, further studies could explore the development of training programs that equip translators with the skills needed to balance technological tools with the demands of artistic translation. By continuing to refine methodologies and embrace new technologies, the field of literary translation can evolve to meet the needs of a globalized literary audience.

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UDK 378.1

USING AI IN LEARNING LANGUAGES

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Түйін

Бұл мақалада шет тілдерін меңгеруде жасанды интеллектінің рөлі қарастырылады. Жасанды интеллект технологиялары тіл үйрену процесіне елеулі өзгерістер енгізіп, оны қолжетімді әрі тиімді етуде. Мақалада жасанды интеллекттің тілді меңгерудегі артықшылықтары, оқушылар мен мұғалімдерге беретін мүмкіндіктері және қолдану әдістері туралы баяндалады. Сонымен қатар, ақпараттық-коммуникациялық технологиялардың инновациялық тіл үйрену әдістерін толықтырудағы рөлі талқыланады.

Кілт сөздер: жасанды интеллект, әдістер, ақпараттық-коммуникациялық технологиялар, шет тілді меңгеру, инновация

Резюме

В данной статье рассматривается роль искусственного интеллекта в освоении иностранных языков. Технологии искусственного интеллекта вносят значительные изменения в процесс изучения языков, делая его более доступным и эффективным. В статье рассматриваются преимущества использования искусственного интеллекта в изучении языков, его возможности для учащихся и преподавателей, а также методы его применения. Кроме того, обсуждается роль информационно-коммуникационных технологий в дополнении инновационных методов изучения языков.

Ключевые слова: искусственный интеллект, методы, информационно-коммуникационных технологий, изучение языков, инновация

Application of Artificial Intelligence in Foreign Language Learning

Artificial intelligence (AI) technologies have brought significant changes to the field of education in recent years. In particular, the role of AI in the process of learning foreign languages is increasing, allowing to improve teaching methods. This article reviews the use of AI in foreign language learning, its effectiveness and research based on statistical data.

AI-based language learning tools

AI technologies are used in foreign language learning through various tools and platforms:

- Rosetta Stone: An educational platform that offers courses in more than 24 languages. It uses full immersion techniques and AI-based communication methods. [2]

- Babbel: An application and online platform for language learning. It focuses on developing various language skills through short-term lessons and tasks created with the help of AI.

- Google Translate: A free service that provides automatic translation of text and speech. Improves translation quality using machine learning and neural networks.

- DuoLingo English Test: A test that provides a structured assessment of English. It analyzes the student's pronunciation, grammar, and vocabulary using AI.

- Coursera: A platform that offers online courses from leading universities and organizations. It offers foreign language courses using various technologies, including AI. [1]

The effectiveness of AI in language learning

Studies have shown that the use of AI-based tools increases student motivation and promotes active participation in the learning process. For example, the use of online platforms allows students to develop independent learning skills and effectively use technology. According to the results of a survey conducted among students who participated in a 12-week training, it was found that the use of AI increased the frequency of independent use of language learning technologies.

Adaptation of AI to Turkic languages

AI technologies are also developing in the direction of speech recognition and processing in Turkic languages. Scientists from Nazarbayev University have developed a new model that recognizes speech in Kazakh, Azerbaijani, Uzbek and other Turkic languages. These technologies support language learners in their native language and facilitate the learning process.

Application of artificial intelligence in learning foreign languages

Artificial intelligence (AI) technologies have brought significant changes in the field of education, especially in the process of learning foreign languages. AI-based tools and platforms increase students ' motivation and ensure their active participation in the learning process. [4]

AI - based language learning tools

Talkio AI: this app helps you improve your oral language skills using AI technology.

Tegeurin: a platform that offers AI solutions for the Kazakh language.

QazaqLingo: a unique language assistant for learning the state language.

The effectiveness of AI in language learning

Research shows that the use of AI-based tools increases students ' motivation and contributes to their active participation in the educational process. For example, AI chatbots have shown to be effective in improving students ' speech skills, self-confidence, and learning outcomes.

Adaptation of AI to the Kazakh language

There are also significant achievements in the use of AI technologies in the study of the Kazakh language. For example, the tegeurin platform offers AI solutions for the Kazakh language. In addition, the QazaqLingo app serves as a unique language assistant for learning the state language. Artificial intelligence technologies will significantly change the process of learning foreign languages and improve teaching methods. AI-based tools increase students ' motivation and contribute to the development of independent learning skills. [3] The development of AI technologies adapted to the Kazakh language expands the possibilities in this direction. However, for the effective use of AI, it is important to improve the skills of teachers and provide the necessary resources.

Future development directions

In the future, AI technologies may find wider application in the education system. AI has great potential in the areas of improving individual learning methods, automating testing and evaluation, predicting learning progress, and making recommendations.

In the educational sector of Kazakhstan, special startups and research projects aimed at the development of AI are being implemented. Researchers from Astana Hub and Nazarbayev University are working on the development of AI technologies adapted to the Kazakh language.

AI technologies also began to be used in the study of Kazakh and other Turkic languages. For example, the qazaqlingo application serves as a unique language assistant for learning the state language.

AI has great prospects in the field of education, however, in order to increase its effectiveness, it is important to improve the qualifications of teachers and provide the necessary resources.

Artificial intelligence technologies can significantly change the process of learning foreign languages and improve teaching methods. AI-based tools increase students' motivation and contribute to the development of independent learning skills. The development of AI technologies adapted to Turkic languages will expand opportunities in this direction. However, for the effective use of AI, it is important to improve the qualifications of teachers and provide them with the necessary resources.[2]

The Future of AI in Education

In the future, AI technologies may find wider application in the education system. AI has great potential in improving individual learning methods, automating testing and assessment, predicting learning progress, and providing recommendations.

Future development of teaching through artificial intelligence:

Fully adaptive learning systems – AI adapts to the learning style of each student.

Multilingual automated translation – the quality of translation is improved with the help of AI.

Development of voice assistants – The use of virtual assistants in learning any language is expanding.

In the Kazakh education sector, special startups and scientific projects are being implemented to develop AI. Researchers at Astana Hub and Nazarbayev University are working on the development of AI technologies adapted to the Kazakh language.

AI technologies have also begun to be used in learning Kazakh and other Turkic languages. Researchers at Nazarbayev University are developing AI-based speech recognition technologies for the Kazakh language.

Platforms such as Qazaq Grammar, Abai.Institute offer users the opportunity to correct grammatical errors, expand their vocabulary, and improve listening skills using AI. [3]

Improving pronunciation

Modern speech recognition systems, such as Google Speech Recognition or technologies integrated into mobile applications, allow users to practice pronunciation and receive instant feedback. They analyze intonation, stress, and phonetics, helping to improve the accent and sound of speech.

Automatic translators and chatbots

AI has significantly improved the quality of machine translation. Services such as DeepL and Google Translate allow you to instantly translate texts and even understand the context. In addition:

AI-powered chatbots can simulate conversational situations, helping you practice in real time.

Virtual interlocutors are able to correct errors and offer alternative wording.

Gamification of the learning process

AI makes the process of learning languages more fun. Game mechanics, adaptive tasks, and interactive exercises increase learners' motivation. For example:

Programs with competitive elements encourage regular practice.

Virtual mentors give recommendations on how to improve skills.

Accessibility and Convenience

AI solutions make learning accessible to everyone, regardless of place and time. Online courses, mobile apps, and voice assistants allow you to learn a language at your own pace.

Conclusion

The use of AI in teaching foreign languages provides unique opportunities for students of all levels. It helps personalize the learning process, improve pronunciation, offer interactive practice methods, and make language learning more effective. As technology continues to develop, AI will play an even greater role in linguistic education.

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ӘОК 1751

ҚАЗАҚ ТІЛІНДЕГІ ШЕТЕЛДІК КІРМЕ СӨЗДЕР ЕРЕКШЕЛІКТЕРІ

Бахрамова М., Русланқызы Б. - Мектепке дейінгі тәрбиелеу және оқыту педагогикасының студенттері
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Исахова Л.Т.
Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті

Резюме

В данной статье рассматриваются лексические и фонетические особенности иностранных заимствований в казахском языке. Проанализированы источники заимствований, а также способы адаптации иностранных слов к фонетическим, морфологическим и орфографическим нормам казахского языка. Отдельное внимание уделяется современным англицизмам, активно внедряющимся в казахскую речь, особенно в сфере технологий, бизнеса и медиа. Исследование подчеркивает влияние глобализации на языковую систему и необходимость сохранения языкового баланса между заимствованием и национальной языковой идентичностью.

Ключевые слова: заимствованные слова, языковая политика, казахский язык

Summary

This article explores the lexical and phonetic characteristics of foreign loanwords in the Kazakh language. It analyzes the main sources of borrowing—such as Russian, English—and the processes of adapting these words to Kazakh phonological, morphological, and orthographic norms. Particular attention is paid to modern English loanwords that are increasingly entering Kazakh speech, especially in fields like technology, business, and media. The research highlights the impact of globalization on the Kazakh linguistic system and emphasizes the importance of maintaining a balance between borrowing and preserving national linguistic identity.

Keywords: loanwords, language policy, Kazakh language

Тіл – әрбір ұлттың мәдени әрі рухани қазынасы. Тілдің өзгеруі мен дамуы – қоғамдағы түрлі тарихи, мәдени және экономикалық факторлардың әсері. Кірме сөздер – бұл тіл дамуының табиғи бөлігі. Қазақстанда бұл құбылыс көбіне орыс және ағылшын тілдерінің ықпалымен күшейіп келеді. Әлемдік тәжірибе көрсеткендей, әр ел кірме сөздерге әртүрлі көзқараспен қарайды. Кейбір мемлекеттер тіл тазалығын сақтауға тырысса, басқалары жаңа терминдерді еркін қабылдайды. Осы мақалада Қазақстандағы және шетелдердегі кірме сөздердің қолданылу ерекшеліктерін, олардың пайда болу себептерін, артықшылықтары мен кемшіліктерін, сондай-ақ тілді қорғау жолдарын қарастырамыз. [1]

Кірме сөздер – бір тілден екінші тілге енген және уақыт өте қолданысқа сіңісіп кеткен сөздер. Олар бірнеше түрге бөлінеді:

1. Тікелей енген сөздер – өзгеріссіз қабылданған шетелдік сөздер (онлайн, компьютер, смартфон).

2. Жартылай бейімделген сөздер – тілдің грамматикасына сай өзгертілген сөздер (самолет → ұшақ, вертолёт → тікұшақ).

3. Толық бейімделген сөздер – шетелдік түбірден жасалған жаңа сөздер (ғаламтор = “глобальный” + “интернет”).[2]

Қазақстанда кірме сөздердің негізгі екі көзі бар: орыс тілі және ағылшын тілі. Орыс тілінен енген сөздер Кеңес дәуірінің ықпалымен қазақ тіліне көптеп енді. Әлеуметтік, саяси терминдерге “совет”, “бюджет”, “паспорт” сөздерін жатқызуға болады. Сонымен қатар, күнделікті тұрмыстық өмірде “самолет”, “пароход”, “вагон” сияқты сөздер кең таралған. Ғылыми-техникалық терминдер қатарына “физика”, “математика”, “инженер” сөздері кіреді. Соңғы жылдары кейбір сөздер қазақша баламаларымен ауыстырылған: “процент” → “пайыз”, “автобус” → “автокөлік”, “вертолёт” → “тікұшақ”. Дегенмен, көп жағдайда орыс тілінен енген сөздер қазақ тілінде сол күйінде қолданылады. [3]

Ағылшын тілінен енген сөздер көбінесе технология және бизнес салаларына қатысты болып келеді. Мысалы, технологияға байланысты “смартфон”, “онлайн”, “чат” сөздері енсе,

экономика және бизнес саласында “маркетинг”, “инвестиция”, “франшиза” терминдері қолданылады. Күнделікті өмірде “лайк”, “хайп”, “тренд” сөздері жиі қолданысқа енді.

Кірме сөздердің оң және теріс әсерлері болады. [7]

Кірме сөздердің оң әсерлері:

- Тілдің лексикалық қорын байытады.
- Ғылым мен технология саласында жаһандық терминдерді түсінуге көмектеседі.
- Әлемдік интеграцияға ықпал етеді.

Кірме сөздердің теріс әсерлері:

- Тілдің түпнұсқалық құрылымын өзгертеді.
- Ана тіліндегі балама сөздердің қолданысын азайтады.
- Кейбір сөздер дұрыс қолданылмай, тіл нормаларын бұзады.

Қазақстанда қазақ тілінің тазалығын сақтау және дамыту үшін бірнеше маңызды қадамдарды жүзеге асыру қажет: [4]

1. Мемлекеттік саясатты күшейту – қазақ тіліндегі балама сөздерді енгізуді міндеттеу. [5]

2. Ғылыми-зерттеу жұмыстары – жаңа терминдер жасауға арналған арнайы институттарды қолдау.

3. Білім беру жүйесін жетілдіру – мектеп пен жоғары оқу орындарында қазақ тіліндегі ғылыми, техникалық әдебиеттерді көбейту.

4. Қоғамдық насихаттау – халық арасында таза қазақ тілін қолдануды ынталандыру.

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УДК 373.3:811.11

UZBEKALI ZHANIBEKOV'S WORKS AND BIOGRAPHY

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Түйін

Бұл мақалада Қазақстанның танымал тұлғасы, ғалым және педагог Өзбек Әлі Жәнібековтің өмірі мен шығармашылығы қарастырылады. Өзбек Әлі Жәнібеков қазақ педагогикасы мен білім беру саласында елеулі үлес қосқан тұлға. Оның еңбектері көбінесе білім беру жүйесінің жаңашылдықтарын енгізу, мұғалімдер мен оқушылардың шығармашылық дамуын қолдау және ұлттық білім беру дәстүрлерін жаңғыртуға бағытталған. Мақалада оның өмір жолы, ғылымға қосқан үлесі және педагогикалық шығармашылығының негізгі бағыттары талданады.

Кілт сөздер: Өзбек Әлі Жәнібеков, педагог, ғалым, білім беру, педагогика, қазақ тілі мен әдебиеті, шығармашылық, ұлттық дәстүрлер..

Аннотация

В данной статье рассматривается жизнь и творчество известного казахстанского ученого и педагога Узбека Әли Жәнібекова. Узбек Әли Жәнібеков является одной из значимых фигур в казахской педагогике и системе образования, внесший значительный вклад в развитие образовательных инноваций, поддержку творческого развития учителей и учащихся, а также возрождение национальных традиций образования. В статье анализируются его жизненный путь,

вклад в науку и основные направления педагогического творчества.

Ключевые слова: Узбек Әли Жәнібеков, педагог, ученый, образование, педагогика, казахский язык и литература, творчество, национальные традиции.

A brief overview of the life and works of Uzbek Ali Zhanibekov, his role in the field of pedagogy in Kazakhstan. Uzbek Ali Zhanibekov is a prominent figure in education, a scholar, and a public figure who has made a significant contribution to the educational system of Kazakhstan. His works and pedagogical concepts have played a key role in the development of new approaches in the education system. The relevance of this research is based on the innovations he introduced in the field of education, which continue to influence the system today. [1]

Life Path: Childhood, Education, and Career

Uzbek Ali Zhanibekov's life path began with his childhood, where his deep interest in the Kazakh language and literature laid the foundation for his future in education. Born into a family with a strong cultural heritage, he was encouraged from an early age to pursue knowledge, particularly in the field of language and literature. His academic journey started at local schools, where he excelled in his studies, particularly in subjects related to the Kazakh language and its literature.

During his educational years, he gained expertise in various institutions, which later helped him accumulate practical experience. Zhanibekov’s time at university marked a turning point, where he not only honed his academic abilities but also began to develop his pedagogical principles. His pursuit of knowledge led him to further education, where he studied pedagogy and became deeply involved in educational reform.

His career was diverse, and the challenges he faced helped shape his research and contributions to education. As a teacher, Zhanibekov quickly gained a reputation for his innovative teaching methods, which emphasized creativity, critical thinking, and the integration of Kazakh cultural values into education. His passion for teaching led him to hold significant educational leadership roles, where he was instrumental in developing curricula and training future educators.

Zhanibekov’s career not only involved teaching but also a deep commitment to the evolution of the Kazakh education system. He took part in numerous educational reforms, particularly focusing on the integration of national traditions into the curriculum and developing methods to enhance the quality of education. His work in these areas laid the groundwork for significant shifts in how education was approached in Kazakhstan. [2]

Scientific Work: Contribution to Kazakh Pedagogy

Uzbek Ali Zhanibekov’s scientific work made a substantial contribution to both the theory and practice of Kazakh pedagogy, particularly through his innovative approaches to teaching and learning. His research emphasized the need to modernize educational practices, focusing on incorporating creative thinking, critical analysis, and problem-solving into the curriculum. He was a strong advocate for shifting from traditional rote memorization techniques to methods that encourage active student participation and independent thought.

Zhanibekov's work was centered on improving teaching methodologies, which included designing curricula that integrated national values, literature, and history into the broader pedagogical framework. He believed that the educational system should not only teach academic content but also instill a sense of cultural identity and pride in students. His research on the adaptation of educational materials to meet the diverse needs of students helped to foster a more inclusive and engaging learning environment.

Additionally, Zhanibekov's emphasis on developing creative thinking among students was groundbreaking. He introduced teaching strategies that encouraged students to think critically, ask questions, and develop their own perspectives on the subjects they studied. This approach was particularly influential in Kazakh literature education, where students were taught to not only memorize texts but also analyze and interpret them in innovative ways.

Moreover, Zhanibekov advocated for the use of modern educational tools and resources, recognizing the importance of integrating technology into the learning process. His ideas

contributed to the development of educational reforms that aimed to align Kazakh pedagogy with global standards, while simultaneously preserving and promoting local cultural and linguistic traditions. [3]

Pedagogical and Educational Research

Uzbek Ali Zhanibekov's works on pedagogy and education were transformative, offering groundbreaking ideas that continue to influence the field. His research addressed key challenges in teaching and learning, with a focus on enhancing the professional development of teachers and introducing innovative pedagogical methods. One of Zhanibekov's key contributions was his emphasis on the importance of lifelong learning for educators, advocating for continuous professional growth and development. He believed that effective teachers should not only master content but also be reflective practitioners, capable of adapting their methods to meet the diverse needs of their students.

Zhanibekov introduced several practical and progressive teaching methods that encouraged active learning, critical thinking, and the integration of creative approaches in the classroom. He was an early proponent of student-centered teaching, encouraging teachers to move away from the traditional, one-way transmission of knowledge and instead create learning environments where students could actively engage with the material, ask questions, and develop their own ideas. His pedagogical strategies emphasized inquiry-based learning, collaborative work, and the importance of connecting academic content with real-world issues.

In addition to teaching methods, Zhanibekov's research also focused on the design and implementation of curricula that aligned with both the needs of students and the demands of society. He highlighted the importance of adapting educational practices to reflect cultural and social changes, integrating national heritage and language into educational frameworks. His work on curriculum design helped establish a model for integrating modern teaching practices with traditional cultural values, making education more relevant and meaningful for students.

Zhanibekov's ideas led to the introduction of new educational practices, including the development of teaching materials that were more dynamic and engaging. These materials were designed not only to convey information but also to encourage students to think critically and creatively. His research into classroom dynamics, teacher-student relationships, and the role of educational institutions in shaping students' intellectual and personal growth laid the foundation for modern educational practices that continue to be relevant today.[4]

His Role in Developing the National Education System

Uzbek Ali Zhanibekov made a significant contribution to developing the national education system, particularly in teaching the Kazakh language and literature. His methods aimed to enhance students' creative and critical thinking skills, which were essential for their academic success.

Reviving National Educational Traditions

Uzbek Ali Zhanibekov placed great emphasis on reviving national education traditions. He believed that by incorporating the cultural heritage of Kazakhstan into the education system, students could develop a deeper understanding of their heritage while enhancing their cognitive abilities.

Fostering Pedagogical Creativity

His pedagogical concepts extended beyond students and focused on developing the creative abilities of teachers as well. He introduced methods for fostering creative thinking and problem-solving, enabling teachers to engage more effectively with students and cultivate their potential.

Contribution to the Development of the Kazakhstani Education System

Uzbek Ali Zhanibekov’s works and scientific research made a significant impact on the development of the Kazakhstani education system. His educational methods have been widely applied in modern schools, and they continue to shape the country's educational reforms.

His Views on Teachers and Students

Zhanibekov had a profound influence on how teachers and students interact in the

classroom. He believed that a positive and interactive teacher-student relationship was essential for effective learning and the development of a child's creativity.

The Relevance of His Scientific-Pedagogical Ideas in Contemporary Education

Uzbek Ali Zhanibekov's scientific and pedagogical ideas remain highly relevant in today's education system. His methods and principles are still applied in classrooms across Kazakhstan, influencing both teaching practices and students' approaches to learning.

Conclusion

Uzbek Ali Zhanibekov's place in the history of pedagogy is substantial. His scientific and pedagogical concepts have left an indelible mark on the education system, influencing how education is approached in Kazakhstan. His innovations have paved the way for educational reforms and will continue to impact the future development of education. [5]

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UDC 378.1

USING TECHNOLOGIES IN TEACHING VOCABULARY

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Түйін

Бұл мақалада заманауи технологиялардың лексиканы үйренуді интерактивті, жекелендірілген және тиімді ету үшін қалай өзгерткені қарастырылады. Ол мобильді қосымшалардың, жасанды интеллекттің, виртуалды және кеңейтілген шындықтың, әлеуметтік медианың, геймификацияның және мультимедиялық ресурстардың сөздерді есте сақтау мен қолдануды жақсартудағы рөлін қарастырады. Бұл құралдар студенттерге жаңа лексиканы нақты өмірде есте сақтауға жәнеқолдануға көмектеседі.

Кілт сөздер: технологиялар, лексика, интерактивті, мобильді қосымшалар, әлеуметтік медиана, мультимедиялық ресурстар, жасанды интеллект

Резюме

В этой статье рассматривается, как современные технологии изменили изучение лексики, сделав его более интерактивным, персонализированным и эффективным. В нем рассматривается роль мобильных приложений, искусственного интеллекта, виртуальной и дополненной реальности, социальных сетей, геймификации и мультимедийных ресурсов в улучшении запоминания и использования слов. Эти инструменты помогают учащимся запоминать и применять новую лексику в реальной жизни.

Ключевые слова: технологии, словарный запас, интерактивный, мобильные приложения, социальные сети, мультимедийные ресурсы, искусственный интеллект

In recent years, technology has radically changed the way foreign languages are taught, including vocabulary learning methods. Modern digital tools help students memorize new words faster and more efficiently by offering personalized and interactive techniques. This article discusses the key technologies used in vocabulary teaching, their advantages and development prospects.

Mobile applications and adaptive platforms

One of the most popular vocabulary learning tools is mobile apps such as Duolingo, Memrise, Quizlet, and Anki. These platforms provide users with the opportunity to learn words using flashcards, audio and video materials, as well as games. [3]

Advantages of mobile technologies

1. Interactivity– applications use game mechanics (scores, levels, rewards), which increases the motivation of students.

2. Personalization – algorithms adapt tasks to the user's level by suggesting words that they have not memorized.

3. The interval repetition method allows you to consolidate new words, taking into account the cognitive features of memory. [2]

Research shows that students using mobile apps to learn vocabulary demonstrate a higher level of memorization of words compared to traditional methods.

Artificial intelligence and chatbots

Artificial intelligence (AI) technologies and chatbots are becoming increasingly popular in vocabulary teaching. They help students not only memorize words, but also apply them in real situations. [5]

Examples of AI tools:

- ChatGPT, DeepL Write, Grammarly – help expand vocabulary and check the correct use of words.

- Lingvist, ELSA Speak – analyze errors and give personalized recommendations.

- Chatbots (Replicka, Mondly) - allow you to practice vocabulary in dialogues with virtual interlocutors.

AI platforms adapt to the individual needs of students, analyzing their progress and offering the most appropriate assignments.[1]

Virtual and Augmented reality

VR (virtual reality) and AR (augmented reality) technologiesthey open up new opportunities for learning vocabulary. They allow students to immerse themselves in the language environment and learn words in a real context.

Usage examples:

- Mondly VR– offers to learn words in simulated real situations.

- Google Lens, Word Lens – translate words from images in real time.

- VocabulARy (Weerasinghe et al., 2022)– uses AR to visualize keywords.

These technologies help students associate words with objects and actions, which speeds up memorization.

Social networks and online platforms

Social networks and specialized platforms allow students to learn vocabulary in a natural language environment. [2]

Popular tools:

Tandem, HelloTalk, and Speaky- allow you to communicate with native speakers.

- Reddit, Twitter, Telegram groups- discussion of topics in a foreign language promotes natural memorization of words.

- YouTube, podcasts, TikTok– educational videos and audio materials help you learn vocabulary in context.

Using social media helps students to see real examples of the use of words, as well as expand their vocabulary through live communication.

Gamification in learning

Gaming technologies help students keep their attention focused and motivate them to learn new words.

Popular formats:

- Quests and simulations – applications like Influent allow you to learn vocabulary in a game format.

- Card games – Words With Friends, Scrabble improve your knowledge of words through a competitive process. [2]

- Educational VR games – allow you to learn words through immersion in a virtual environment.

Gamification increases the level of student engagement, which makes the learning process more effective.

Access to multimedia resources

Modern technologies provide students with wide access to multimedia resources that help them learn vocabulary in various formats.:

- Videos with subtitles (Netflix, TED Talks) – help you learn new words in context.

- Podcasts (BBC Learning English, The English We Speak) – allow you to listen to live speech and memorize vocabulary by ear.

- Interactive books and articles– provide an opportunity to expand vocabulary through reading.

Multimedia technologies help students to combine visual, audio and text methods, which improves the memorization process.

Technology has dramatically changed approaches to vocabulary teaching: interactive, personalized, and accessible. The use of mobile applications, artificial intelligence, virtual reality, social networks, game techniques and multimedia resources allows students to memorize new words faster and apply them in real life.[4]

In the future, technology will continue to improve, offering even more adaptive and effective language learning tools. Their integration into the educational process opens up new opportunities for students to master and consolidate vocabulary in an exciting and productive way.

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УДК 373.3:811.111

АҒЫЛШЫН ЖАНЕ ҚАЗАҚ ТІЛДЕРІНІҢ ШЫҒУ ТАРИХЫ ЖӘНЕ ОЛАРДЫҢ АЙЫРМАШЫЛЫҚТАРЫ

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Резюме

В данной работе рассматривается происхождение английского и казахского языков, их историко-лингвистические корни и этапы формирования. Английский язык относится к западногерманской группе индоевропейской языковой семьи, в то время как казахский язык принадлежит к кипчакской подгруппе тюркских языков. Исследование освещает основные различия между двумя языками в фонетике, грамматике, лексике и синтаксисе. Также анализируется влияние культурных и

исторических факторов на развитие каждого языка. Работа подчеркивает уникальность каждой языковой системы и их значимость в мировой лингвистике.
Ключевые слова:языкознание, английский язык, казахский язык, происхождение языка, тюркские языки, индоевропейские языки, фонетика, грамматика, лексика, синтаксис, культурное влияние, языковые различия.

Summary

This paper examines the historical development of the English and Kazakh languages, tracing their linguistic roots and stages of evolution. English is a member of the West Germanic branch of the Indo-European language family, whereas Kazakh belongs to the Kipchak branch of the Turkic language family. The study highlights key differences between the two languages in terms of phonetics, grammar, vocabulary, and syntax. It also explores the cultural and historical influences that have shaped each language over time. The work emphasizes the uniqueness of both linguistic systems and their roles in global linguistic diversity.
Keywords: linguistics, English language, Kazakh language, language origin, Turkic languages, Indo-European languages, phonetics, grammar, vocabulary, syntax, cultural influence, language differences.

Тілдер тек қарым-қатынас.құралы емес; олар халықтардың мәдениетін, тарихын және дүниетанымын көрсететін өзіндік айна қызметін атқарады. Әртүрлі тіл семьяларына жататын қазақ және ағылшын.тілдері – ағылшын тілі үндіеуропалықтардың герман тобына және қазақ тілі алтай тілінің түркі тобына жатады. Бұл бастапқы кезеңде құрылымдағы, грамматикадағы, лексикадағы.және фонетикадағы орасан зор айырмашылықтарды анықтайды. Дегенмен, жаһандану, заманауи технология және ортақ мәдениет осы екі дүниені жақындастырып, ағылшын.тілін білу қазақтілді халық үшін әсіресе өзекті етеді.

Ағылшын және қазақ тілдерін талдау олардың грамматикалық және лексикалық айырмашылықтарын анықтауға.ғана емес, сонымен қатар олардың дүниетанымының ерекшеліктеріне, ой тұжырымдау тәсілдеріне.және қоршаған әлемді қабылдауға тереңірек енуге мүмкіндік береді.

Тілдің шығу тегі мен түрі. Ағылшын.тілі үнді-еуропалық тілдер семьясының герман тармағына, ал қазақ тілі алтай тілдер семьясының қыпшақ-түркі тобына жатады. Бұл олардың тамыры, дамуы, құрылымы мүлде.басқа екенін білдіреді.

Қазақ тілі – агглютинативті тіл, мұнда грамматикалық формалар сөз түбіріне жалғанатын қосымшалар арқылы.өрнектеледі. Мысалы, “бара жатырмын” деген сөз “бар” деген түбірден, жалғас шақ аффиксі –“а” жатыр және –“мын” тұлғалы жалғауынан тұрады. Ағылшын тілінде “I am going” тұлғалы есімдіктің, am байланыстырушы етістігінің және бара жатқан жіктік жалғауының.тіркесімі. Осылайша, ағылшын тілі – аналитикалық тіл, мұнда мағына бір сөздің күрделі формалары арқылы емес, жеке сөздер арқылы беріледі[1].

Негізгі айырмашылықтардың.бірі — грамматикалық құрылым. Мысалы, қазақ тілінде бір етістікке он шақты жалғау немесе жұрнақ қосылып, сөйлемнің толық мағынасы айқындалады. Мысалы: *барғым келмейді — I don’t want to go*. Бұл қазақ тіліндегі бір сөзбен жеткізілсе, ағылшын тілінде толық.сөйлем құру қажет. Бұл қазақ тілінің синтетикалық құрылымын көрсетеді.

Сондай-ақ, сөздердің реттілігі де үлкен айырмашылық. Қазақ тілінде сөйлемнің құрылымы өзгерсе де мағынасы.сақтала береді: *Мен бүгін сабаққа бардым, Бүгін мен сабаққа бардым, Сабаққа мен бүгін бардым* — бәрі дұрыс. Ал ағылшын тілінде қатаң тәртіп бар: Subject – Verb – Object. Мысалы: *I went to class today* — бұны бұзып, *To class I today went* деп айтуға болмайды[2].

Артикль:

• Ағылшын тілінде арктикль.маңызды рөл атқарады: a, an, the.

• Қазақ тілінде ешқандай артикль жоқ. Сан немесе сенімділік туралы ақпарат басқа жолдармен беріледі-көбінесе.контекст немесе сандар арқылы.

Уақыт:

• Ағылшын тілінде 12 етістік шақтары бар, соның ішінде Present Perfect, Past Continuous, Future Perfect Continuous және т. б.

• Қазақ тілі үш негізгі шақпен.жұмыс істейді: өткен (өткен шақ), қазіргі (аралар шақ)

және болашақ (келер шақ), бірақ олар контекст пен жұрнақтарға байланысты икемді түрде білдірілуі мүмкін. Мысал: I have.been studying – қазақ тілінде қарапайым: Мен оқып жүрмін (Мен оқимын)[3].

Кесте 1. Салыстырмалы құрылым:

Элемент	Қазақ тілі	English (Ағылшын тілі)
Тіл тобы	Түркі.тілдер (Turkic)	Герман тілдер (Germanic)
Құрылысы	Агглютинативтік (Agglutinative)	Аналитикалық (Analytic)
Артикль	Жоқ	Бар: *a, an, the*
Сөз тәртібі	Еркін	Қатаң: *Subject – Verb – Object*
Жыныс категориясы	Жоқ	Бар: *he, she, it*
Жақ категориясы	Жалғаулар.арқылы	Жеке есімдікпен (*I, you, he, she…*)
Етістік шақтары	Жалғау арқылы	Көмекші етістікпен (*have, will, did*)
Буын үндестігі	Бар (сингармонизм)	Жоқ
Архаизмдер мен поэзия	Көп және.кең қолданылатын	Тарихи, тек әдебиетте
Омонимдер	Контекске байланысты	Мағына нақты ажыратылады[3].

Ағылшын тілінде сөздердің.көп мағына беруі – үлкен қиындық тудырады. Мысалы, *run* деген сөздің 60-тан астам мағынасы бар: *run a company* (басқару), *run fast* (жүгіру), *run out of milk* (таусылып қалу), *nose is.running* (мұрыннан су ағу), *run into someone* (кездейсоқ кездесу). Қазақ тілінде мұндай.көпмағыналылық аз, ал нақты түсіндірме үшін жаңа сөз немесе тіркес қолданылады.

Сөзжасам жағынан қазақ.тілі өте икемді. Бір түбірден ондаған жаңа сөздер жасалуы мүмкін. Мысалы: *жаз* (етістік) → *жазушы, жазу, жазылған, жазбаша, жазылым, жазғыру, жазғыш*. Ағылшын.тілінде жаңа сөздер көбіне префикс, суффикс арқылы жасалады: *write → writer, writing, rewriting, unwritten*.

Қазақ тілінде жалғаулар арқылы адам, зат, шақ, рай, септік — бәрі бір сөз ішінде беріледі. Ал ағылшын тілінде әр бөлек нәрсе үшін жеке сөз қолданылады: көмекші етістіктер, шылаулар, артикльдер. Мысалы: *Менің досым келмеді — My friend didn't come*. Қазақша 3 сөзбен, ал ағылшынша кемі 4-5 сөзбен жеткізіледі.

Көптеген зерттеушілер.бұл айырмашылықтарды байқаған. *Нуржанова Г.К.* өз еңбектерінде көрсеткендей, қазақ тілі бейнелі, логикасы поэзиялық стильге жақын. Ал David Crystal, ағылшын.лингвисі, ағылшын тілін "құрылымдық икемі бар, но семантикалық күрделі тіл" деп сипаттайды[4].

Фонетикалық айырмашылықтар.да үлкен. Ағылшын тілі мен қазақ тілінің фонетикалық жүйесі де ерекшеленеді. Ағылшын тілінде дифтонгтарды қоса алғанда, дауысты дыбыстардың көп саны (20-ға жуық) болса, қазақ тілінде 12 дауысты дыбыс бар, оның ішінде дауысты дыбыс үндестігі.мен қаттылығы/жұмсақтығы үлкен мәнге ие. Дауысты дыбыс үндестігі түркі тілдеріне.тән қасиет, онда сөздегі барлық дауысты дыбыстар белгілі бір үндестікке бағынады (мысалы, «балаларға», «балаларге» емес).

Сонымен қатар, қазақ тілінде [θ] *(как в.think) немесе [ð] (как в this*) сияқты ағылшын тіліне ортақ кейбір дыбыстар жетіспейді, бұл қазақ тілінде сөйлейтіндерге ағылшын тілін үйренуде қиындықтар туғызады.

Қазақшада әр әріп бір ғана дыбысты.береді. Ағылшын тілінде керісінше: бір әріп әртүрлі дыбыстала алады. Мысалы:

• *a — cat, car, about, maze*

• *ough — though, through, rough, cough* — әрқайсысы әртүрлі оқылады! Бұл ағылшын тілін үйренуші үшін өте қиын.

Мәдени тұрғыдан, қазақ тілінде.ата-анамен, үлкенмен сөйлесудің өзіндік стилі бар. *Сіз, аға, апай, інішек, қарындас* — бәрі тек қарым-қатынас деңгейін емес, мәдениетті, тәрбие мен құрметті білдіреді. Ағылшын тілінде *you* деген бір ғана сөз бар, бірақ сыпайылық интонация, тіркестер арқылы.көрінеді: *Excuse me, Would you mind…, Could I possibly…*

Енді бір қызықты.нәрсе – идиомалар мен фразеологизмдер. Қазақ тілі бейнелі сөйлеуге бай: *қой аузынан шөп алмайтын, жүрегі тас төбесіне шықты, қыздың жиған жүгіндей*. Ағылшыншада.да бұлар көп: *kick the bucket* (қайтыс болу), *spill the beans* (құпияны айту), *hit the books* (оқуға отыру), *under the weather* (өзін жайсыз сезіну)[5].

Кесте 2. English vs Kazakh Idioms & Examples

Kazakh Idiom	Literal Meaning	English Equivalent	Meaning
Жүрегі тас.төбесіне шықты	His heart rose to top	His heart skipped a beat	He was scared
Қой аузынан шөп алмайтын	Won’t take grass	Gentle as a lamb	Very kind person
Аузынан сөзі түсіп қала жаздады	Almost dropped a word	Lost for words	Couldn’t speak from surprise
Тіс қаққан	Tooth-hit (experienced)	Old hand	Very experienced person
Екі қолын қалтасына.салып отыр	Hands in pockets	Sit on one’s hands	Do nothing

Қазақ тілінің агглютинативті.сипатына байланысты ішкі үндестігі мен құрылымдық логикасы жоғары екенін белгілі.қазақ тілшісі Салих Жиенбаев өз еңбектерінде атап көрсеткен. Бұл ретте британдық лингвист Дэвид Кристал ағылшын тілі керемет икемді және қарыз алуға ашық, сондықтан оның.жаһандық сипатқа ие болғанын жазды.

Филология ғылымдарының кандидаты Айгүл Құдайбергенова мәдениетаралық коммуникация контекстінде қазақ.және ағылшын тілдеріне салыстырмалы талдау жүргізді. Ол қазақ тілінің сөздік қорында эмоционалдырақ, ал ағылшын тілі нақты және құрылымды екенін атап көрсетеді[5].

Сонымен, ағылшын тілі.мен қазақ тілі екі түрлі дүние. Олардың әрқайсысының өзіндік күшті жақтары, логикасы, музыкалық және философиясы бар. Олардың арасындағы айырмашылықтарды түсіну.мәдениетаралық диалогқа, құрмет пен дамуға апаратын жол болып табылады.

Менің ойымша, қазақ тілі мен.ағылшын тілінің айырмашылығын зерттеу тіл мамандары мен аудармашыларға ғана емес, жаһандық ойлауға ұмтылған кез келген адамға қажет. Қазақ тілі өзінің әуезділігімен, құрметті үндеу формасымен, фольклорлық бай мұрасымен ерекше. Ағылшын тілі – әмбебап коммуникация құралы, логикалық және қысқаша.

Ағылшын тілін үйрену кезінде.қазақ тілінде сөйлейтіндер айтылымға, тұрақсыз етістіктерге және сөз тәртібіне байланысты қиындықтарға тап болады. Бұл ретте ағылшын тілінде сөйлейтіндер қазақ тілінің.регистрлері, дауысты дыбыстардың үндестігі және көп жұрнақтары бойынша қиналады.

“To learn a language is to have one more window to look at the world.” — бұл қытай мақалында айтылғандай, әр тіл – жаңа.әлем. Қазақ пен ағылшын тілінің айырмашылығы –

сол екі түрлі әлемнің өз заңдылықтары.мен сұлулығы бар екенін білдіреді[6].

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УДК 373.3:811.111

HISTORICAL AND ETHNOGRAPHIC HERITAGE OF UZBEKALI ZHANIBEKOV (HUMANITARIAN DIRECTION)

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Түйін

Мақала көрнекті қазақ ғалымы, этнографы және қоғам қайраткері Өзбекәлі Жәнібековтің тарихи-этнографиялық мұрасын зерттеуге арналған. Шығармада оның қазақтың дәстүрлі мәдениеті, оның ішінде материалдық және рухани мұрасы саласындағы зерттеулері, сондай-ақ ұлттық бірегейлікті сақтауға қосқан үлесі қарастырылған. Оның қазақ киіз үйін, халық қолөнерін, дәстүрлі киімдерін зерттеу, тарихи ескерткіштерді қалпына келтіру және Қазақстандағы мұражай ісін дамыту жөніндегі жұмыстарына ерекше көңіл бөлінеді. Автор Жәнібековтің қазақ халқының гуманитарлық, мәдениеттану және ұлттық болмысына әсерін талдайды. Мақалада оның идеяларының қазіргі жағдайдағы өзектілігі және Олардың Қазақстанның мәдени мұрасын сақтаудағы маңызы ерекше атап өтілген.

Түйінді сөздер: Өзбекәлі Жәнібеков, этнография, тарихи-мәдени мұра, қазақ киіз үйі, дәстүрлі киім, мұражай ісі, ұлттық бірегейлік, мәдениеттану, халық шығармашылығы, ескерткіштерді қалпына келтіру.

Аннотация

Статья посвящена изучению историко-этнографического наследия выдающегося казахского ученого, этнографа и общественного деятеля Узбекали Жанибекова. В работе рассматриваются его исследования в области традиционной казахской культуры, включая материальное и духовное наследие, а также его вклад в сохранение национальной идентичности. Особое внимание уделяется его работам по изучению казахской юрты, народных ремесел, традиционной одежды, реставрации исторических памятников и развитию музейного дела в Казахстане. Автор анализирует влияние Жанибекова на гуманитарные науки, культурологию и национальную идентичность казахского народа. В статье подчеркивается актуальность его идей в современных условиях и их важность для сохранения культурного наследия Казахстана.

Ключевые слова: Узбекали Жанибеков, этнография, историко-культурное наследие, казахская юрта, традиционная одежда, музейное дело, национальная идентичность, культурология, народное искусство, реставрация памятников.

The cultural heritage of the Kazakh people is a rich complex of traditions, customs, crafts and spiritual values that have been formed over the centuries. One of the scientists who made a huge

contribution to the study and preservation of this heritage is Uzbekali Zhanibekov (1931-2008)— a historian, ethnographer, statesman and public thinker.

Zhanibekov was not just a researcher, but also an active figure in the field of culture, who achieved the restoration of many historical monuments, the revival of traditional arts and crafts, as well as the popularization of Kazakh folk art. His works have become fundamental in the study of the national identity of the Kazakhs, their material and spiritual culture.

The purpose of this article is to analyze the historiographical and ethnographic heritage of Uzbekali Zhanibekov, his influence on the humanities and the development of national identity. The article discusses his research in the field of ethnography, traditional art, material culture, as well as his role in the restoration of historical monuments and museum business in Kazakhstan.

1. Biography and formation of a scientist

Uzbekali Zhanibekov was born in 1931 in the Turkestan region of South Kazakhstan region (now Turkestan region) [1]. His childhood was spent during the difficult years of collectivization and the Great Patriotic War, which largely shaped his worldview.

After completing his secondary education, he entered the Kazakh State University named after S.M. Kirov (now Al-Farabi Kazakh National University), where he studied history. Already as a student, he showed great interest in ethnography, art history, and cultural studies.

In the 1960s, Zhanibekov began active research activities. He organized ethnographic expeditions to the regions of Kazakhstan, collecting materials about traditional dwellings, national costumes, folk art, crafts and rituals.

His first works were devoted to the study of Kazakh yurts, ornaments, traditional clothes and music. At this time, he began to develop the concept of reviving national culture, considering it a key element in preserving the identity of the people.

2. Research in the field of ethnography

Zhanibekov devoted a significant part of his life to studying the ethnographic heritage of the Kazakh people [2]. During numerous expeditions, he collected unique materials about traditional dwellings, household items, folk crafts and musical instruments.

His research revealed the regional peculiarities of the Kazakh material culture. He studied in detail the differences in the construction of yurts, the peculiarities of Kazakh national costumes, as well as in the technique of weaving and making felt.

One of the central objects of Zhanibekov's research was the Kazakh yurt. In his writings, he described in detail:

- The structure of the yurt: the frame, felt coverings, and the features of connecting the elements.
- Functional purpose: how the interior space was used, the meaning of each element.
- Ornamental motifs: the symbolism of the patterns applied to felt and wood.
- Ritual significance: the role of the yurt in the rituals and traditions of the Kazakhs.

Zhanibekov emphasized that a yurt is not just a dwelling, but a symbol of the Kazakh civilization, embodying the worldview of nomads.

Zhanibekov paid special attention to the study of Kazakh national clothes. In his works, he described:

- Men's and women's costumes: chapans, camisoles, saukele, kyzyl ton.
- Materials and manufacturing techniques: fur, felt, wool, leather.
- Ritual items of clothing: hats, wedding dresses, ceremonial costumes.

Thanks to his research, it was possible to recreate the lost elements of Kazakh national clothing.

3. Restoration of historical monuments and museum business

One of Zhanibekov's greatest achievements was his participation in the restoration of the mausoleum of Khoja Ahmed Yasawi in Turkestan. This monument is a key object of the spiritual heritage of the Kazakhs.

In the 1970s, the mausoleum was in disrepair. Zhanibekov achieved its restoration, which played an important role in shaping the historical memory of Kazakhstanis [3].

Zhanibekov was actively involved in the development of the museum business. Thanks to his efforts, museums dedicated to the history and culture of Kazakhstan were opened. He advocated the creation of interactive exhibitions where one could not only see the exhibits, but also hear Kazakh music and try their hand at crafts.

4. Impact on the humanities and national identity

Zhanibekov was not only engaged in scientific work, but also actively participated in the formation of the national identity of the Kazakhs. During the period of perestroika, he became one of the ideologists of the movement for the revival of national culture.

His works influenced the development of such areas of the humanities as:

- Ethnography: the study of the traditional culture of the Kazakhs.
- Cultural studies: an analysis of the symbolism and worldview of nomads.
- History of art: the study of folk crafts, music, decorative and applied arts [4].

Conclusion

Uzbekali Zhanibekov left a rich scientific and cultural heritage of great importance for the humanities of Kazakhstan. His research in the field of ethnography, history, material culture and national identity contributed to the preservation and popularization of the cultural heritage of the Kazakh people.

He not only studied traditional culture, but also actively engaged in its revival and preservation. Thanks to his works, Kazakhstanis had the opportunity to better understand their history and national traditions. In modern conditions, his ideas remain relevant, since the issues of preserving cultural heritage and national identity continue to play an important role in the public life of Kazakhstan.

Thus, the scientific and humanitarian heritage of Uzbekali Zhanibekov is an important contribution to the development of the humanities, ethnography and historical science of Kazakhstan. His works remain relevant and in demand, and his ideas continue to inspire a new generation of researchers.

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ОӘЖ 372.8:811.111

АҒЫЛШЫН ТІЛІ САБАҒЫНДА СӨЙЛЕУ МАШЫҒЫН ДАМЫТУДА ӘРТҮРЛІ ӘДІСТЕРДІҢ ҚОЛДАНЫЛУЫ

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Резюме

В сегодняшней статье рассмотрирается инновационные методы, направленные на развитие разговорных навыков учащихся на уроках английского языка. В настоящее время приоритет приобретают коммуникативные методы обучения. Его главная причина в том, что он позволяет

студентам свободно использовать язык в реальной жизни. Мы рассказываем студентам, насколько эффективна групповая работа, сценические выступления, дискуссионные форумы, виртуальная языковая среда и творческие задачи на уроках английского языка. Рассмотрены пути улучшения разговорной способности студентов за счет систематического использования этих методов.

Summary

In today's article, we decided to look at innovative methods aimed at developing students' speaking skills in English lessons. Nowadays, communicative teaching methods are gaining popularity. The main reason is that they allow students to use language freely in real life. We will talk to students about the effectiveness of group work, stage performances, discussion forums, virtual language environments, and creative tasks in English lessons. We will discuss ways to improve students' speaking skills through the systematic use of these methods.

Кіріспе. Бүгінгі таңда ағылшын тілі халықаралық қарым-қатынастың басты құралына айналды. Осыған байланысты еліміздегі орта білім беретін мектептерде ағылшын тілін меңгертуге айрықша көңіл бөлінуде. Алайда көптеген оқушылар осы саладағы грамматикалық білімді игергенімен, күнделікті қарым-қатынаста ағылшын тілінде сөйлеп, тілдесуде қиналады [1]. Мұндай мәселе олардың сөйлеу дағдысының жеткілікті деңгейде дамымағанының әсерінен туындайды. Сол себептен мен осы тарапта күнделікті сабақ барысында дәстүрлі оқыту әдістерінен бөлек, инновациялық тәсілдердің де қолданудың маңызы зор деген пікірді ұстанамын. Сол себепті, оқушылардағы сөйлеу машығын дамытуға бағытталған жаңа әдістер мен олардың тиімділігі қарастыруды маңызы бар мәселе ретінде қарастырдым.

Зерттеудің мақсатымыз ағылшын тілі сабағында оқушылардың сөйлеу дағдысын дамытуға ықпал ететін тиімді оқыту әдістерін талдау және олардың практикалық маңыздылығын анықтау.

Зерттеудің міндеттері:

•Сөйлеу дағдысын дамытуға бағытталған әдістерді анықтау.

•Әр әдістің тиімділігін теориялық тұрғыдан негіздеу.

•Оқушылардың сөйлеу машығын жетілдіруге көмектесетін әдістерді практикалық тұрғыдан қарастыру.

•Инновациялық технологиялардың тіл үйренудегі рөлін талдау.

Ағылшын тілі сабағында сөйлеу машығын дамытудың қандай әдіс-тәсілдері бар?

Оқушылардың сөйлеу машығын дамытатын ең негізгі тиімді әдістердің бірі де бірегейі – топтық жұмыс. Ол – оқушылардың бірлесіп жұмыс істеуіне, берілген тапсырмаға өз көзқарастарын еш қысылмай, еркін әрі толық жеткізуіне мүмкіндік беретін тәсіл. Мұнда оқушылар топ ішінде диалог құрып, пікір алмасып, әртүрлі танымдық тапсырмаларды бірігіп орындайды. Мысалы, жаңадан игерілген материалға қатысты топ ішінде әңгіме жүргізу, бір-біріне ситуациялық сұрақтар қою, сол сұрақтарға жауап беру немесе ақылдаса отырып, бірге шешім қабылдау сияқты тапсырмалар беріледі. Бұл әдіс оқушылардың коммуникативтік дағдыларын дамытып қана қоймай, ағылшынша бір-бірімен еркін сөйлесуіне мүмкіндік береді. Бір жағынан балалардың ойлау қабілетін тек теориямен ғана шектемей, практика жүзінде де қолдануға зор мүмкіндік береді [2].

Оқушылардың сөйлеу қабілетін дамытуда рөлдік ойындар мен сахналық қойылымдар үлкен рөл атқарады. Бұл әдісте оқушыларға белгілі бір рөлдер беріліп, олар сол кейіпкерлердің диалогтарын сахнада орындайды. Мысалы, "Кітапханаға барып, өзің қалаған авторыңның шығармасын сұрау", немесе «дүкеннен балмұздақ сатып алу үшін оның бағасын сұрау» сияқты шынайы өмірлік жағдайларға негізделген қойылымдар оқушылардың тілді шынайы өмірде қолдану дағдысын жақсартатыны анық [3].

Балалардың ағылшын тілінде сөйлеу машығын дамытатын тағы бір әдіс – пікірталас – оқушылардың өз ойын ашық және сенімді жеткізуіне көмектесетін тиімді әдіс. Бұл әдісте оқушылар екі топқа бөлініп, белгілі бір тақырып бойынша өз пікірлерін қорғауы керек. Мысалы, "Дәстүрлі кітаптар немесе Электронды кітаптар", "Шетелде оқу – пайдалы ма?" деген тақырыптарда пікірталастар ұйымдастыруға болады. Оқушылар мәселені тек бір

тараптан қарап, әр топ өз нұсқасынан соңына дейін айнымауы тиіс. Бұл әдіс оқушылардың кез-келген ортада, кез-келген тақырыпта еркін әрі сенімді сөйлеуін, сол тақырыпқа қатысты аргумент келтіруін және қарсы пікірлерге жауап беру қабілетін дамытуға үлкен септігін тигізеді [4].

Қазір XXI ғасыр. Бүгінгі дамыған технологиялар оқушылардың сөйлеу дағдысын дамытуға зор мүмкіндік береді. Осы тұста оқушыларға онлайн платформалар мен мобильді қосымшаларды пайдалануға мүмкіндік беріледі. Мысалы, Duolingo, BBC Learning English, Memrise секілді қосымшалар арқылы оқушылар өз бетімен сөйлеу жаттығуларын орындай алады [5]. Сондай-ақ, онлайн тілдік клубтарға қатысып, ағылшын тілінде еркін сөйлесуге мүмкіндік алады. Мұнай платформалар мен клубтардың көп бөлігі тегін, қалтаға ауыр күш салмайды [6].

Оқушылардың сөйлеу қабілетін дамыту үшін шығармашылық тапсырмалар да маңызды рөл атқарады. Мысалы, сабақ барысында оқушыларға белгілі бір оқиғаны айтып, оның соңын аяқсыз қалдырып, балаларға үй тапсырмасы ретінде өз қиялдарына ерік беріп, тапсырманы аяқтау тапсырмасын, эссе жазу, шағын әңгімелер құрастыру сияқты тапсырмалар беруге болады. Бұл олардың ойлау қабілетін дамытып, сөйлеу мәнерін жақсаруға көмектеседі [7].

Қорыта айтқанда, ағылшын тілі сабағында оқушылардың сөйлеу машығын дамыту – заманауи білім берудің негізгі мақсаттарының бірі. Тілді меңгеру барысында оқушылардың тек грамматикалық және лексикалық білімдерін жетілдірумен шектелмей, оларды шынайы қарым-қатынас жасауға үйрету аса маңызды. Сол себепті мұғалімдер оқыту әдістерін үнемі жаңартып, инновациялық тәсілдерді енгізуге тырысуы қажет.

Сөйлесу дағдысын дамытуға бағытталған әдістер оқушылардың өзін-өзі еркін сезінуіне, тілдік кедергілерді жеңуге және ағылшын тілінде еркін қарым-қатынас жасауына мүмкіндік береді. Топтық жұмыс әдісі оқушылар арасында ынтымақтастық орнатуға, пікір алмасуға және белсенді қарым-қатынасқа түсуге ықпал етеді. Сахналық қойылымдар арқылы олар өмірлік жағдаяттарды қайталап, шынайы тілдік ортаға бейімделеді. Пікірталас алаңдары оқушыларға өз ойын еркін жеткізуге, дәлелдер келтіруге және қарсы пікірлерге жауап беруге дағдыландырады. Виртуалды тілдік орта әдісі технологияларды пайдалана отырып, оқушылардың қызығушылығын арттырады және қосымша тілді тәжірибелік тұрғыда қолдануға жағдай жасайды. Ал шығармашылық тапсырмалар оқушылардың қиялын дамытып, оларды ағылшын тілінде еркін ойлауға итермелейді. Осы әдістерді жүйелі түрде қолдану оқушылардың тілдік құзыреттілігін арттыруға көмектеседі. Сонымен қатар, олар ағылшын тілін тек сабақ барысында ғана емес, күнделікті өмірде де қолдануға дағдыланады. Сондықтан ағылшын тілі мұғалімдері оқыту процесіне жаңа тәсілдерді енгізу арқылы оқушылардың коммуникативтік дағдыларын барынша дамытып, оларды шынайы тілдік ортаға дайындауға мән беруі қажет.

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ӘОК 881.512.122

АҒЫЛШЫН ТІЛІНДЕГІ СӨЗДЕРДІҢ АЙТЫЛУ ҚИЫНДЫҚТАРЫ ЖӘНЕ ЖЕҢІЛТЕТУ ЖОЛДАРЫ

Әлихан З.Б.,Қосбаева Ж.М.-Мектепке дейінгі тәрбиелеу және оқыту педегогикасы
Ғылыми жетекшісі:аға оқытушы Исахова Л.Т.
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Резюме

В данной работе рассматриваются основные проблемы произношения английских слов для носителей других языков, особенно для тех, кто изучает английский как второй язык. Описаны сложности, связанные с английской орфографией и различиями между письменной и устной формой языка. Особое внимание уделено таким аспектам, как звуки, не существующие в других языках (например, [θ], [ð]), а также проблемы с интонацией и акцентом. В работе предлагаются методы и техники, направленные на улучшение произношения, такие как использование фонетических транскрипций, тренировка произносительных навыков через аудио и видео материалы, а также специальные упражнения для корректировки акцента.

Ключевые слова: английский язык, трудности произношения, разница между письменной и устной речью, трудные звуки, фонетическая транскрипция.

Summary

This paper examines the main pronunciation challenges faced by non-native speakers of English, especially those learning English as a second language. It discusses the difficulties arising from the irregular spelling and the discrepancies between written and spoken forms of the language. Special focus is given to sounds that do not exist in other languages (such as [θ], [ð]), as well as issues related to intonation and stress patterns. The study proposes methods and techniques to improve pronunciation, including the use of phonetic transcription, practice through audio and video materials, and specific exercises designed to correct accent and improve articulatory skills.

Keywords: English, pronunciation difficulties, difference between written and spoken, difficult sounds, phonetic transcription.

Ағылшын тілі – әлемдегі ең көп қолданылатын тілдердің бірі. Оны үйреніп, сөйлейтін адамдардың саны миллиардтан асады. Ағылшын тілі көптеген елдерде ресми тіл ретінде пайдаланылады, ал көптеген халықаралық ұйымдар мен іскерлік қарым-қатынас осы тілде жүргізіледі. Алайда, ағылшын тілінің айту жағынан қиындықтары көп. Бұл тілдің фонетикасы мен орфографиясындағы ерекшеліктер көптеген оқушылар мен тілді үйренушілер үшін үлкен қиындықтар туғызуы мүмкін. Бұл мақалада ағылшын тіліндегі сөздердің айтылу қиындықтары мен оларды жеңілдету жолдары қарастырылатын болады.

Ағылшын тіліндегі сөздердің айтылуы мен жазылуының арасында көптеген айырмашылықтар бар. Бұл тілдің жазылуының көп жағдайда дәл айтылуы мүмкін еместігін білдіреді. Көптеген тіл үйренушілер ағылшын тілін оқып үйренген кезде сөздерді дұрыс айта білмейді, себебі олар жазылған түрде оқығанымен, оны дұрыс айтылуын түсіндіре алмайды екен. Ағылшын тіліндегі сөздердің айтылуында бірнеше маңызды қиындықтары бар.

1.Ағылшын тіліндегі сөздер көбінесе жазылуымен айтылуынан ерекшеленіп отырады. Мысалы, бір сөздің жазылуы бірнеше түрде болуы мүмкін, бірақ оның айтылуы бірдей болады. Мысал ретінде келесідей сөздерді қарастыруға болады:

- though" – [ðoʊ] (ағылшынша айтылуы)
- "though" сөзінің жазылуы қиын болуы мүмкін, бірақ ол тек [ðoʊ] деп айтылады.
- "knight" – [naɪt] (айтылуы). Бұл сөзде «k» әрпі үнсіз, бірақ ол жазылған түрде болады.

Көптеген ағылшын сөздерінде үнсіз әріптер кездеседі, және бұл сөздер қалай айтылатынын түсіну өте қиын болуы мүмкін. Мысалы, "doubt" сөзі [daʊt] деп айтылады, бірақ жазылуында «b» әрпі бар. Ал "plumber" сөзі [ˈplʌmər] деп айтылады, бірақ онда «b» әрпі үнсіз болады.

2. Қиын дыбыстардың болуы. Ағылшын тілінде кейбір дыбыстар, әсіресе дауыссыз дыбыстар, басқа тілдерде жоқ. Бұл, өз кезегінде, айтылуда қателіктердің туындауына себеп болады. Ағылшын тілінде жиі кездесетін қиын дыбыстар бар:

- "th": Бұл дыбыстың екі түрі бар – [θ] және [ð]. Мысалы, "think" [θɪŋk] және "this" [ðɪs] сөздерінде бұл дыбыстар әртүрлі айтылады.
- "r" дыбысы: Бұл дыбыс көптеген ағылшын акценттерінде айтылады, бірақ оның айтылуы кейде әртүрлі болуы мүмкін. Британдық ағылшын тілінде ол өте анық айтылса, американдық ағылшын тілінде бұл дыбыс жұмсақ әрі жеңіл айтылады. [1]

3. Акцент пен диалектілердің әсері. Ағылшын тілінің көптеген диалектілері мен акценттері бар екен. Әрбір елдің немесе аймақтың өзіне тән айтылу ережелері мен ерекшеліктері бар. Бұл тіл үйренушілер үшін көптеген қиындықтарды тудырады, себебі әр аймақтың өзінде сөздердің айтылуы мен дыбыстары әртүрлі. Британдық ағылшын мен американдық ағылшын бірдей сөздерді әртүрлі айтады. Мысалы, "schedule" сөзі британдықтар үшін [ˈʃedjuːl], ал американдықтар үшін [ˈskɛdʒul]. [2]

Австралиялық ағылшын мен канадалық ағылшын де әртүрлі айтылады.

4. Дауыссыз және дауысты дыбыстарды дұрыс айту қиындықтары. Ағылшын тілінде дауыссыз дыбыстарды дұрыс айта білу – үлкен қиындықтар тудыруы мүмкін екен. Мысалы, "th" дыбысының әртүрлі айтылуы, сөздердің ішіндегі жұмсақ немесе қатты дыбыстар, үнсіз әріптер мен олардың әсері – бұлардың барлығы ағылшын тілін үйренуде қиындықтарды арттырады.

Ағылшын тіліндегі сөздердің айтылуын меңгеру үшін бірнеше тәсілдер мен жаттығуларды қолдануға болады. Бұл әдістердің барлығы тілді үйренушілердің айтылу дағдыларын дамытуға көмектеседі.

Ағылшын тіліндегі сөздер мен сөйлемдердің дұрыс айтылуын үйренудің ең тиімді әдістерінің бірі – тыңдау мен қайталау жаттығулары болып табылады. Бұл жаттығуларды тыңдау арқылы сіз нақты сөздердің қалай айтылатынын түсінесіз және өзіңіз де солай айтуға үйренесіз. Сіз ағылшын тіліндегі аудио немесе бейнемазмұнды тыңдап, оны дауыстап қайталай аласыз. Бұл әдіс тіл үйренушілердің айтылу дағдыларын жақсартуға көмектеседі.

Фонетикалық транскрипция – сөздердің дұрыс айтылуын түсіну үшін өте маңызды құрал. Ағылшын сөздерінің транскрипциясын оқу арқылы сіз сөздің қалай айтылатынын анық көре аласыз. Әрбір сөз үшін транскрипцияны оқу арқылы сөздердің айтылуы бойынша дағдыларды дамыта аласыз.

Айтылу дағдыларын жақсарту үшін сөйлеу жаттығулары өте пайдалы. Сөздер мен сөйлемдерді қайталап, олардың дұрыс айтылуын бақылау қажет. Әсіресе, қиындау дыбыстарды жаттығу арқылы үйренуге болады. [4]

Шет тілінде сөйлейтін адамдармен қарым-қатынас жасау – ең тиімді әдіс болып табылады. Олардың айтылуында тәжірибе жинақтай отырып, өзіңіз де дұрыс айта аласыз. Бұл әдіс тек айтылуды емес, сондай-ақ грамматикалық және лексикалық дағдыларды да дамытуға көмектеседі.

Ағылшын тілінің айтылуын жақсарту үшін арнайы қосымшалар мен онлайн ресурстарды пайдалану өте тиімді. Бұл қосымшалар арқылы сіз сөздердің дұрыс айтылуын тыңдап, оларды өзіңіз де қайталап үйренуге болады.

Ағылшын тіліндегі сөздердің айтылу қиындықтары тіл үйренушілер үшін басты кедергілердің бірі болып табылады. Бұл қиындықтар көбінесе ағылшын тілінің фонетикасының, яғни сөздердің жазылуы мен айтылуының айырмашылығынан туындайды. Сондай-ақ, ағылшын тіліндегі ерекше дыбыстар мен әртүрлі акценттер мен диалектілер сөздердің айтылуын қиындататыны сөзсіз. Осы мәселелердің түпкі себебі – тілдің даму тарихында көптеген тілдерден, оның ішінде роман тілдерінен, герман тілдерінен және басқа да тілдерден алған әсері, сондай-ақ ағылшын тілінің өзіндік грамматикалық және фонетикалық ерекшеліктері болып табылады. [6]

Дегенмен, сөздердің дұрыс айтылуын үйрену мүмкіндігі толықтай жоқ емес. Тыңдау мен қайталау жаттығулары, фонетикалық транскрипцияны қолдану, сөйлесуді дамытуға арналған жаттығулар және тілді ана тілінен үйренушілермен қарым-қатынас жасау – бұл барлық әдістер ағылшын тіліндегі айтылу дағдыларын дамытуға мүмкіндік береді. Сондай-ақ, жаңа технологиялар мен мобильді қосымшалар да тіл үйренушілерге дұрыс айтылу әдістерін

үйренуде үлкен көмек көрсетеді. Ағылшын тілін үйренушілердің айтылуын дамытуға бағытталған ресурстар мен әдістер саны өте көп. Көбінесе тілді үйренушілердің сабырлылығы мен тұрақты жұмысы дұрыс айтылу мәселесін жеңуге көмектеседі. Сөздердің айтылуын меңгеру үшін тұрақты жаттығулар мен күнделікті практика өте маңызды. Егер дұрыс айтылу әдістері мен сөздердің транскрипцияларын меңгеріп, түрлі тыңдау жаттығуларын жасап, қарым-қатынас жасау арқылы практикада қолдана алсаңыз, ағылшын тіліндегі айтылу мәселесін жеңіп шығуға болады. [5]

Сөздердің айтылуын меңгеру қиындықтарды жеңу үшін жүйелі жұмыс, шыдамдылық және тұрақтылық қажет етеді. Ағылшын тілін үйрену – бұл тек грамматика мен лексиканы меңгеру ғана емес, сонымен қатар дұрыс айтылуды да игеру болып табылады. Ағылшын тіліндегі сөздердің дұрыс айтылуын үйрену арқылы сіз өз тіліңізді дамытуда үлкен қадам жасайсыз және сөйлеу дағдыларыңызды жетілдіре аласыз. Осылайша, ағылшын тілінің айтылуын үйренудің маңызы зор әрі бұл сіздің жалпы тіл үйрену тәжірибеңізді жақсартуға көмекгін тигізеді. [7]

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ӘОЖ 881.512.122

ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІНДЕГІ ФРАЗЕОЛОГИЗМДЕРДІҢ АЙЫРМАШЫЛЫҒЫ МЕН ЕРЕКШЕЛІКТЕРІ

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Резюме

Данная работа посвящена исследованию фразеологизмов в казахском и английском языках. В исследовании рассматриваются особенности формирования фразеологизмов, их структуры и семантики, а также различия и сходства между двумя языками. Особое внимание уделено культурным и историческим факторам, влияющим на развитие фразеологических единиц. В работе анализируются фразеологизмы, связанные с национальной идентичностью и повседневной жизнью носителей каждого языка. Результаты исследования показывают, что несмотря на наличие аналогичных выражений, фразеологизмы в двух языках часто различаются по образам, метафорам и контексту их использования.Фразеологизмы двух языков имеют свои уникальные особенности, обусловленные культурными и историческими различиями.Некоторые фразеологизмы в казахском и английском языках имеют аналогичные значения, но могут отличаться по структуре и выражению. Изучение фразеологизмов позволяет лучше понять культуру и мышление носителей языка.

Ключевые слова: фразеологизмы, казахский язык, английский язык, сравнительный анализ, семантика, структура, культура, исторические факторы, метафоры, национальная идентичность, этнокультурные различия

Summary

This research focuses on the study of phraseological units in the Kazakh and English languages. The study explores the features of phraseological formation, their structure and semantics, as well as the similarities and differences between the two languages. Special attention is given to the cultural and historical factors that influence the development of phraseological units. The research analyzes phraseological units related to national identity and the everyday life of speakers of each language. The findings indicate that, despite having similar expressions, phraseological units in both languages often differ in imagery, metaphors, and the context in which they are used. Phraseological units in both languages have their unique features influenced by cultural and historical differences. Some phraseological units in Kazakh and English have similar meanings but may differ in structure and expression.

Key words: phraseological units, Kazakh language, English language, comparative analysis, semantics, structure, culture, historical factors, metaphors, national identity, ethnocultural differences

Әрбір тілдің өзіне тән ерекшеліктері мен өзіндік көркемділік құралдары бар. Солардың бірі – фразеологизмдер. Фразеологизмдер – белгілі бір мағыналық тұтастығы бар, тұрақты қолданылатын сөз тіркестері болып табылады. Олар халықтың тұрмыс-тіршілігін, мәдениеттерін, дүниетанымдылығын, тарихи жолын сипаттайды. Қазақ және ағылшын тілдеріндегі фразеологизмдер өзіндік ерекшеліктерге ие, бірақ кейбір ортақ заңдылықтар да кездеседі. Яғни бұл мақалада осы екі тілдегі фразеологизмдердің негізгі айырмашылықтары мен ұқсастықтары қарастырылады.

1. Фразеологизмдердің ұлттық мәдениетпен байланысы

Фразеологизмдер нігізі белгілі бір ұлттың дүниетанымын және өмір салтын көрсетеді. Қазақ тілі – көшпелі өмір сүрген халықтың тілідеп есептелген, сол себептен оның тұрақты тіркестерінде мал шаруашылығы, табиғат, ұлттық салт-дәстүрлер ауқымды көрініс табады. Ал ағылшын тілінде көбінесе қалалық мәдениетке, теңіз, сауда, өндіріс және спортқа көбірек негіз алады.

Мал шаруашылығына байланысты фразеологизмдер:

• Ат құйрығын кесісті – қарым-қатынасты үзу,араласпау..

• Қой аузынан шөп алмайтын – момын,әрі жуас адамды айтады.

• Жылқы мінезді – ер мінезді,қайсар мінезді.

Ағылшын тілінде мал шаруашылығына қатысты фразеологизмдер аз кездеседі, бірақ табиғатқа немесе аңдарға байланысты тұрақты тіркестер өте көп олардың бірнешеуін атап өтсек. [1]

• Hold your horses (Жылқыларыңды ұста) – асықпа, сабыр ет.

• As gentle as a lamb (Қозыдай жұмсақ) – өте мейірімді, жуас,момын адам.

• To eat like a horse (Жылқыдай жеу) – көп тамақ жеу.

Қалалық өмір мен теңіз саяхатына байланысты фразеологизмдер:

Ағылшын тілі теңізбен және қалалық өмірмен тығыз байланысты болғандықтан, ондағы тұрақты тіркестер де осы салаға бір табан жақын болып келеді.

• All at sea (Теңізде адасып кету) – шатасу, не істерін білмеу.

• A big fish in a small pond (Кішкентай көлдегі үлкен балық) – бір ортада беделді адам, бірақ ауқымды жерде маңызсыз.

• Burning the midnight oil (Түнгі шамды жағу) – түнде көп жұмыс істеу.

Ал қазақ тілінде қалалық өмірге қарағанда табиғатқа, жерге, ауа райына қатысты тіркестер жиі кездеседі:

• Жерден жеті қоян тапқандай – қатты қуанғанда .

• Аспанды бұлт торлады – көңіл-күйдің түсуі, қиындықтың тууы.

2. Құрылымдық ерекшеліктері

Қазақ және ағылшын тілдеріндегі фразеологизмдер құрылымдық тұрғыдан бірнеше түрге бөлінеді:

1. Тұрақты сөз тіркестері – жеке сөздер мағынасын сақтай отырып, бірге қолданылатын тіркестер.

• Қазақша: Қол ұшын беру – көмек көрсету.

• Ағылшынша: Lend a hand – көмектесу.

2. Идиомалар – мағынасы құрамындағы сөздерден тікелей түсінуге келмейді,бірақ ауыспалы мағына беретін тіркестер жинақтамасы.

• Қазақша: Таяқ тастам жер – жақын жер.

• Ағылшынша: A stone's throw away – өте жақын қашықтық. [2]

3. Мақал-мәтелдер негізінде қалыптасқан фразеологизмдер

• Қазақша: Екі қошқардың басы бір қазанға сыймайды – екі мықты адам бір жерде бірге жұмыс жасай алмайды.

• Ағылшынша: Two captains sink the ship (Екі капитан кемені батырады) – екі басшы бір жерге сыймайды. [5]

3. Мағыналық ұқсастықтар мен ерекшеліктер

Кейбір қазақ және ағылшын фразеологизмдері бір мағынаны білдірсе де, олардың берілу тәсілі әртүрлі

Ағылшынша баламасы.	Қазақша фразеологизм
Feel like a beaten dog.	Таяқ жегендей болу,өзін кінәлі сезіну
Didn't sleep a wink.	Көз ілмеу,ұйықтамау

4. Қазақ және ағылшын фразеологизмдерінің эмоционалды реңкі

Фразеологизмдер тек ақпарат беру үшін емес,эмоцияны ашық жеткізу үшін де қолданылып жатады.

Қазақ тілінде эмоцияны жеткізетін фразеологизмдер

: • Жүрегі тас төбесіне шықты – қатты қорқыныш сезімі.

• Көздің қарашығындай сақтау – сақтау,аялау.

• Таяқ жеген иттей – ұялып қысылу.

Ағылшын тіліндегі эмоционалды фразеологизмдер:

• Butterflies in one's stomach (Асқазанда көбелек ұшу) – толқу,қобалжу,қуану сезімдері.

• Over the moon (Айдың үстінде) –қатты қуаныш сезімі.

• See red (Қызыл көру) – қатты ашуға берілу. [3]

Қорытындылай келе қазақ және ағылшын тілдеріндегі фразеологизмдер ұлттық ерекшеліктерге байланысты әртүрлі бағытта дамыған,олардың кейбір ортақ заңдылықтары бар. Қазақ тілінде көшпелі өмір салтына, табиғатқа, мал шаруашылығына қатысты фразеологизмдер басым болса, ағылшын тілінде теңіз, өндіріс, спорт, қалалық мәдениетке қатысты тұрақты тіркестер жиі кездеседі. Бірақ, екі тілдегі фразеологизмдер кейде мағыналық жағынан бір-біріне өте ұқсас болып келеді..

Фразеологизмдерді дұрыс қолдану белгілітілді жақсы үйренуге,сөйлеуді көркемдеуге және басқа халықтардың салт-дәстүрін,мәдениеті мен әдет-ғұрпын түсінуге жол ашады.Сондықтан қазақ және ағылшын тілдерін үйренуүшін фразеологизмдерді жетік меңгеру үлкен мүмкіндіктерге жол ашады.

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ӘОК 1751

СӨЗДЕР СОҒЫСЫ: АҒЫЛШЫН, ҚАЗАҚ ЖӘНЕ ОРЫС ТІЛДЕРІНДЕГІ ШАТАСТЫРЫЛАТЫН ЕТІСТІКТЕРДІҢ КОГНЕТИВТІК ДУЭЛІ

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Резюме

Данная работа посвящена когнитивному анализу часто путаемых глаголов в английском, казахском и русском языках. Исследование фокусируется на различиях и сходствах в восприятии этих глаголов носителями каждого языка, а также на когнитивных механизмах, которые могут вызывать ошибки в их употреблении. Автор анализирует, как схожие глаголы в разных языках могут иметь разные семантические оттенки и способы применения в различных контекстах. В работе особое внимание уделяется языковым и культурным особенностям, влияющим на восприятие и использование глаголов, а также на способы преодоления ошибок при переводе и коммуникации. Результаты исследования раскрывают глубину когнитивных различий и помогают улучшить межъязыковое понимание и перевод.

Ключевые слова: когнитивная лингвистика, глаголы, семантическое поле, языковая интерференция.

Summary

This study focuses on the cognitive analysis of frequently confused verbs in English, Kazakh, and Russian. The research highlights the differences and similarities in how these verbs are perceived by native speakers of each language, as well as the cognitive mechanisms that may lead to errors in their usage. The author analyzes how similar verbs in different languages can have different semantic nuances and applications in various contexts. Special attention is given to the linguistic and cultural factors that influence the perception and usage of these verbs, as well as strategies for overcoming errors in translation and communication. The findings reveal the depth of cognitive differences and contribute to improving cross-linguistic understanding and translation.

Key words: cognitive linguistics, verbs, semantic field, language interference.

Тіл – бұл ойды жеткізудің, әлемді танудың және қарым-қатынастың күрделі құралы. Әрбір тіл өзіндік құрылымы мен логикасына ие болғандықтан, бір тілден екінші тілге аудару кезінде немесе тілдерді меңгеру барысында көптеген когнитивтік қиындықтар туындайды. Осындай қиындықтардың бірі – мағынасы ұқсас, бірақ қолданысы әртүрлі етістіктерді шатастыру мәселесі. Бұл мәселе әсіресе ағылшын, қазақ және орыс тілдерін меңгеруде айқын байқалады, себебі әр тілде етістіктердің семантикалық өрісі, қолданылу аясы және ассоциациялық мәні өзгеше қалыптасқан. [1]

Етістіктер – кез келген тілдің грамматикалық жүйесіндегі маңызды категориялардың бірі. Олар қимыл, әрекет, процесс немесе күйді білдіреді. Дегенмен, әр тілде бір қарағанда мағынасы жақын көрінетін етістіктердің қолданысы түрлі контексттерде өзгеріп, аударма немесе меңгеру барысында шатасулар туғызады. Мысалы, ағылшын тіліндегі “make” және “do”, қазақ тіліндегі “істеу” мен “жасау”, орыс тіліндегі “делать” пен “создавать” етістіктері тіл үйренушілер үшін жиі қиындық тудыратын жұптардың қатарына жатады. Бір қарағанда, бұл етістіктердің барлығы белгілі бір әрекетті сипаттайды, бірақ олардың семантикалық құрылымы мен қолданылу заңдылықтары бірдей емес.

Ағылшын тілінде “make” етістігі көбінесе бір нәрсені жасау, өндіру немесе жаңа нәрсе қалыптастыру мағынасында қолданылады. Ал “do” етістігі іс-әрекетті орындау, белгілі бір тапсырманы жүзеге асыру мағынасында жиі қолданылады. Қазақ тілінде “жасау” етістігі бір нәрсені құру, қалыптастыру мағынасында қолданылады, ал “істеу” белгілі бір әрекетті орындау мағынасын береді. Орыс тілінде де осыған ұқсас айырмашылық бар: “делать” – белгілі бір іс-әрекетті орындау, ал “создавать” – жаңа нәрсені жасау, қалыптастыру мағынасында қолданылады. Осыған қарамастан, қазақ және орыс тілдерінде бұл айырмашылық ағылшын тіліне қарағанда аз байқалады, себебі “жасау” мен “істеу”, “делать” пен “создавать” кейбір контекстерде бір-бірін алмастыра алады. [2]

Когнитивтік тұрғыдан алғанда, бұл етістіктердің мағыналық ерекшеліктері әр тілде әрекетті қабылдау мен бейнелеу жүйесіне байланысты. Қазақ тілінде “жасау” мен “істеу”

етістіктері кейбір контекстерде синоним ретінде қарастырылғанымен, олардың семантикалық шекарасы нақты бөлінген. “Жасау” етістігі көбінесе материалдық немесе абстрактілі жаңа нәрсе қалыптастырумен байланысты болса, “істеу” кез келген әрекетті орындау процесін білдіреді. Бұл айырмашылық орыс тілінде де бар, бірақ кей жағдайларда “делать” пен “создавать” етістіктері бірін-бірі алмастыра алады. Мысалы, “делать успехи” (жетістіктерге жету) деп айтуға болады, бірақ “создавать успехи” (жетістіктер жасау) деген тіркес қолданылмайды. [3]

Ағылшын тілінде бұл айырмашылық әлдеқайда қатал және нақты көрінеді. “Make” етістігі материалдық немесе абстрактілі жаңа нәрсе қалыптастыру үшін қолданылады: “make a decision” (шешім қабылдау), “make a cake” (торт пісіру), “make a mistake” (қателік жасау). Ал “do” етістігі көбінесе процесс немесе тапсырма орындаумен байланысты: “do homework” (үй жұмысын орындау), “do the laundry” (кір жуу), “do research” (зерттеу жүргізу). Бұл айырмашылықты түсіну – ағылшын тілін меңгерудегі негізгі мәселелердің бірі.

Тіл үйренушілер көбінесе өз ана тілінің құрылымдық заңдылықтарын басқа тілдерге көшіріп қолданады. Қазақ немесе орыс тілінде “үй жұмысын жасау” немесе “исследование делать” деп айту әдеттегі құбылыс болғанымен, ағылшын тілінде бұл қате болып саналады. Себебі ағылшын тілінің когнитивтік құрылымында “homework” (үй жұмысы) белгілі бір тапсырманы орындаумен байланысты болғандықтан, оған “do” етістігі сәйкес келеді. Осылайша, тілдегі мағыналық өрістердің әртүрлілігі тіл үйренушілер үшін когнитивтік кедергілер тудырады.

Бұл мәселе тек жоғарыда аталған етістіктермен ғана шектелмейді. Мысалы, ағылшын тіліндегі “say”, “tell”, “speak”, “talk” етістіктерін қазақ және орыс тілдеріндегі “айту”, “сөйлеу”, “әңгімелесу”, “говорить”, “рассказывать” етістіктерімен салыстырғанда да ұқсас қиындықтар туындайды. “Say” – белгілі бір сөзді айту, “tell” – біреуге ақпарат жеткізу, “speak” – жалпы сөйлеу процесін сипаттау, ал “talk” – екіжақты қарым-қатынас жасау мағынасында қолданылады. Қазақ тілінде “айту” көбінесе ақпаратты жеткізу мағынасында қолданылады, бірақ кейбір контекстерде “сөйлеу” немесе “әңгімелесу” ұғымдарын да білдіруі мүмкін. Орыс тілінде “говорить” – сөйлеу, “рассказывать” – баяндау, “беседовать” – әңгімелесу деген мағыналарға ие. Алайда қазақ және орыс тілдерінде бұл айырмашылық ағылшын тіліндегідей қатаң емес, сондықтан тіл үйренушілер бұл етістіктерді жиі шатастырады. [5]

Когнитивтік лингвистика тұрғысынан алғанда, бұл етістіктердің мағыналық айырмашылықтары әр тілдің сөйлеу мәдениеті мен танымдық құрылымына байланысты. Ағылшын тілінде ақпарат нақты құрылымдалған және әр етістік белгілі бір мағыналық шеңберде қолданылады. Қазақ және орыс тілдерінде бұл шекаралар салыстырмалы түрде кеңірек, сондықтан етістіктердің кейбірі бір-бірін алмастыра алады. Бұл құбылыс тілдік интерференцияға алып келеді, яғни ана тілінің заңдылықтарын басқа тілге қолдану нәтижесінде қателер пайда болады.

Осылайша, ағылшын, қазақ және орыс тілдеріндегі етістіктердің мағыналық өрістерін салыстыру олардың когнитивтік ерекшеліктерін түсінуге көмектеседі. Бұл ерекшеліктер тіл үйренушілерге өз қателіктерін түсінуге және оларды түзетуге мүмкіндік береді. Тіл меңгеру барысында когнитивтік айырмашылықтарды ескеру маңызды, себебі әрбір тіл өз логикасына және әлемді қабылдау ерекшеліктеріне негізделеді. Осыған байланысты, тілді үйренудің тиімділігі тілдің семантикалық және когнитивтік құрылымдарын терең зерттеуге тікелей байланысты.

Когнитивтік тұрғыдан алғанда, тілдегі мағыналық өрістердің ерекшеліктері адамның ойлау жүйесімен және мәдени ерекшеліктерімен тығыз байланысты. Әрбір тілдегі етістіктердің қолданылу аясы тек грамматикалық ережелерге емес, сонымен қатар ұлттық дүниетаным мен ойлау ерекшеліктеріне де негізделеді. Мысалы, қазақ тілінде “жасау” және “істеу” етістіктерінің қолданысы көбіне контекстке тәуелді болады. Егер бір нәрсені өндіру немесе құру туралы сөз қозғалса, “жасау” етістігі қолданылады: “жоспар жасау”, “шешім

жасау", "жоба жасау". Ал белгілі бір әрекетті орындау процесі сипатталса, "істеу" етістігі қолайлырақ: "үй жұмысын істеу", "жаттығу істеу".

Бұл айырмашылықтар тіл үйренушілер үшін ерекше қиындықтар туғызады. Орыс немесе ағылшын тілін меңгеретін қазақ тілді адам көбінесе өз ана тілінің құрылымдық заңдылықтарын басқа тілдерге бейсаналы түрде көшіреді. Нәтижесінде, қате аудармалар пайда болады. Мысалы, қазақша "үй жұмысын жасау" деп айтуға болады, бірақ ағылшын тілінде бұл тіркес "make homework" емес, "do homework" болуы керек. Сол сияқты, орыс тілінде "делать решение" емес, "принимать решение" деп айтылуы қажет. Бұл тілдік интерференцияның айқын мысалы.

Ағылшын, қазақ және орыс тілдеріндегі мағыналық ерекшеліктерді салыстырғанда, етістіктердің мағыналық аясы мен олардың тіркесу ерекшеліктері ерекше назар аударуды қажет етеді. Қазақ тілінде "ойлау" және "ойлану" етістіктері бір қарағанда синоним болғанымен, олардың қолданылу ерекшеліктері бар. "Ойлау" – жалпы интеллектуалды процесті білдіреді, ал "ойлану" – терең толғануды, белгілі бір шешім қабылдау алдында ақылға салуды білдіреді. Орыс тіліндегі "думать" және "размышлять" сөздері де осыған ұқсас айырмашылыққа ие. Ал ағылшын тілінде "think" және "consider" етістіктерінің қолданысы осы мағыналық ерекшеліктерді көрсетеді.

Тілдік интерференциядан басқа, тағы бір маңызды аспект – тілдік ассоциациялар. Әр тілдің өзіне тән ассоциациялық өрісі бар, және бұл өріс тіл үйренушілердің қателесуіне себепші болуы мүмкін. Мысалы, қазақ және орыс тілдерінде "көру" және "қарау" ("видеть" және "смотреть") етістіктерінің айырмашылығы бар болғанымен, олардың шекарасы ағылшын тіліндегі "see" және "watch" сияқты қатаң бөлінбеген. Қазақ тілінде "кино көру" деп айту қалыпты болса, ал ағылшын тілінде "watch a movie" тіркесі ғана дұрыс саналады, өйткені "see a movie" тек бір рет көру әрекетін білдіруі мүмкін. [9]

Тілдік когнитивтік ерекшеліктер тек лексикалық деңгейде ғана емес, сонымен қатар синтаксистік құрылымдарда да айқын байқалады. Мысалы, қазақ және орыс тілдерінде іс-әрекетті сипаттау барысында жиі қолданылатын көмекші етістіктер бар: "бастап жатыр", "етіп жатыр", "отырып", "тұр". Бұл етістіктер әрекеттің сипатын нақтылау үшін қолданылады және сөйлемге мағыналық реңк береді. Ағылшын тілінде мұндай құрылымдар жоқтың қасы, олардың орнына көмекші етістіктер немесе етістік шақтары қолданылады. Мысалы, қазақша "ол кітап оқып отыр" деген сөйлемді ағылшын тіліне аударғанда "He is reading a book" деп айту қажет. Бұл жерде "оқып отыр" құрылымының мағынасы ағылшын тіліндегі Continuous шақ арқылы беріледі.

Көптеген зерттеулер көрсеткендей, тілдерді меңгеру барысында когнитивтік модельдер маңызды рөл атқарады. Адам белгілі бір тілдің мағыналық жүйесін меңгерген кезде, ол автоматты түрде сол тілдің ойлау жүйесін де үйренеді. Бұл феномен әсіресе билингвизм мен мульттилингвизм жағдайында ерекше байқалады. Қазақ, орыс және ағылшын тілдерін меңгерген адамдардың тілді қабылдау жүйесі біртілді адамдарға қарағанда икемдірек болады. Олар етістіктердің семантикалық айырмашылықтарын тереңірек түсініп, контекстке қарай дұрыс қолдана алады. [6]

Қорыта айтқанда, ағылшын, қазақ және орыс тілдеріндегі етістіктердің когнитивтік ерекшеліктері тіл үйренушілер үшін маңызды мәселелердің бірі болып табылады. Әр тілдегі мағыналық өрістердің ерекшеліктерін түсіну арқылы тілдік кедергілерді жеңілдетуге болады. Тілді меңгеру барысында тек грамматикалық ережелерді жаттап алу жеткіліксіз, сондай-ақ тілдің когнитивтік құрылымын да зерттеу қажет. Бұл әдіс тіл үйренушілерге тек дұрыс сөйлеуге ғана емес, сонымен қатар тілдің терең мағыналық ерекшеліктерін түсінуге мүмкіндік береді.

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УДК 004.8:81.81’276.6

ARTIFICIAL INTELLIGENCE IN LINGUISTICS : TRANSFORMING ENGLISH LEARNING AND COMMUNICATION

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Түйін

Бұл мақалада жасанды интеллекттің (ЖИ) ағылшын тілін үйренуге әсері және коммуникацияны өзгертудегі рөлі қарастырылады. Чат-боттар, автоматтандырылған аударма жүйелері және жекелендірілген оқыту платформалары сияқты заманауи технологиялар талданады. Олардың білім беру саласындағы артықшылықтары мен ықтимал қиындықтары қарастырылады.

Резюме

В данной статье рассматривается влияние искусственного интеллекта (ИИ) на изучение английского языка и его роль в изменении коммуникации. Анализируются современные технологии, такие как чат-боты, автоматические переводчики и персонализированные обучающие системы. Рассмотрены их преимущества и потенциальные вызовы в образовательной сфере.

Artificial Intelligence (AI) is one of the fastest-growing fields of modern technology. It plays a crucial role in various industries, including language learning and improving communication. Since English is the primary tool for international communication, AI-based technologies significantly simplify and enhance the process of mastering it. In the 21st century, AI has become an essential component of linguistics, enabling language automation and modernizing education. Let’s explore the significance of AI in learning English.

Using AI-powered devices in English lessons is a relevant and modern teaching method. Implementing innovative approaches increases students’ interest in language learning. Interactive methods—such as gaming technologies, role-playing games, multimedia tools, and group work—help boost student engagement. Additionally, modern digital resources, online platforms, and mobile applications improve listening, speaking, writing, and reading skills. AI tools enhance students’ motivation by offering engaging tasks and activities, making the learning process more enjoyable and effective.[1]

Artificial intelligence also plays a significant role in fostering intercultural communication. AI has the potential to significantly reduce communication barriers. Advanced AI systems will be able to generate visual and auditory content personalized to meet the needs of each user. They will understand not only the literary norms of a language but also various slang expressions, jargon, and proverbs specific to different dialects. This is particularly important because even well-trained native speakers may not always be familiar with all the nuances of spoken language. Thus, AI can help people speaking different languages understand each other better and overcome language

barriers. Automated translation systems, simultaneous interpretation tools, and virtual assistants enable people speaking different languages to communicate effectively. These technologies allow individuals to navigate foreign countries without knowing the local language. This is particularly valuable in business, education, and international relations.

Many people use specialized applications and AI systems to learn English. Some of the most popular ones include: translation systems: Google Translate, DeepL, Siri, Alex, language learning applications: Duolingo, Babbel, Memrise and also writing and speaking improvement tools: Grammarly, Speaky. These systems simplify the English learning process and make it accessible anytime, anywhere. [2]

AI Tools for Language Learning

Artificial intelligence is making language learning more personalized, interactive, and engaging. Here are some key technologies that are significantly improving the learning process:

Adaptive Learning Systems

AI analyzes a student's knowledge level and selects tasks that match their needs.

• Example: Noodle Factory identifies knowledge gaps and adapts the learning process.

• Example: Smart Sparrow adjusts the difficulty of tasks in real time.

Speech Recognition

AI helps improve pronunciation by providing instant recommendations.

• Example: Elsa Speak analyzes accents and suggests pronunciation improvements.

Grammar Checking and Instant Feedback

AI corrects mistakes and explains them to help improve language understanding.

• Example: Glossika automatically corrects errors and enhances vocabulary.

Gamification for Engagement

AI adds gaming elements to make learning more interesting and effective.

• Example: Duolingo uses AI algorithms to personalize tasks and rewards.

AI as a Virtual Language Tutor

AI tutors allow students to practice the language in an interactive format.

• Example: Noodle Factory enables students to communicate with AI tutors in various languages.

These technologies make language learning accessible and convenient for everyone, regardless of their proficiency level.

AI in Bridging Language Barriers

Language barriers can significantly hinder learning and limit access to information. AI helps overcome these obstacles by providing instant translation and supporting multilingual communication.

AI for Inclusive and Accessible Learning

AI makes the educational process accessible to all:

• It supports students with hearing impairments through automatic subtitles.

• It improves comprehension for language learners.

• It promotes cultural exchange by making language learning more interactive.

Example: At MIT, AI speech-to-text tools helped international students better understand lectures, reducing dropout rates.[3]

AI in Parent-Teacher Communication

Language barriers between parents and teachers can negatively affect a child's learning process. AI helps eliminate this issue by providing accurate real-time translations of messages.

AI Tools for Parent-Teacher Communication

• TalkingPoints – Automatically translates teacher messages into the language preferred by parents.

• Remind – Supports over 90 languages, ensuring easy communication between school and family.

• ClassDojo – Sends school updates and announcements in multiple languages.

These tools help parents, regardless of their language proficiency, stay engaged in their child's education.

Advantages of Using AI in Language Learning

1. Accessibility and Consistency – AI tools provide the ability to study at any time, ensuring a continuous learning process and steady progress in language acquisition.
2. Instant Feedback and Error Correction – AI identifies and corrects mistakes immediately, allowing students to recognize and address their weaknesses efficiently.
3. Interactivity and Motivation – Gamified elements and interactive features make learning more engaging, fostering students' interest in language acquisition.

Challenges and Limitations of AI in Language Learning

Despite its advantages, AI technology also has certain limitations:

Understanding Linguistic Nuances – AI may struggle with idioms and regional expressions, leading to inaccurate translations.

Technological Barriers – Some countries may have limited access to AI tools, or the cost of such technologies may be prohibitively high.[4]

Standardized Approaches in Online Learning-One common issue in online learning is the use of standardized teaching methods for all students. However, every learner has a unique pace and preferred way of processing information. If individual interests, proficiency levels, and learning styles are not considered, the effectiveness of education can decrease, slowing down progress.

Lack of Verbal Communication-A significant challenge in language learning is the lack of opportunities for spoken interaction. Students who do not practice speaking actively may struggle with pronunciation, fluency, and conversation skills. Live communication is essential for mastering a language. Without meaningful dialogues and discussions on various topics, learners may develop only a superficial understanding of the language.

Repetitive Exercises-Many language-learning platforms tend to offer the same lessons and exercises for reinforcement. This approach can become monotonous and cause students to lose interest. To maintain engagement, lessons should be diverse and interactive, ensuring sustained enthusiasm for learning new material.[5]

AI's Impact on the Future of Language Learning.

AI is set to influence many aspects of language education in the future. It will:

- Personalize the learning process, adapting to individual students' levels, needs, and learning styles.
- Enhance global communication, making language barriers less significant.
- Improve language learning through AR/VR technologies, advanced translation systems, adaptive learning platforms, and natural language processing models.

Among the most anticipated AI advancements in language learning are:

- Personalized Learning Paths – AI-driven education will provide tailored learning programs based on students' proficiency and preferences.
- Intelligent Virtual Assistants and Chatbots – AI-powered systems will enable learners to engage in English conversations on various topics at any time, offering instant feedback on pronunciation, grammar, and vocabulary.
- Immersive Learning Environments – Using virtual and augmented reality, AI will create real-life scenarios requiring English proficiency, making language learning more engaging and relevant. These developments will make English learning more personalized, accessible, and practical for real-world use.

If you want to use AI in your classroom, here are a few steps to help integrate this technology into language learning. First, choose the right AI tools that align with your curriculum and learning objectives. Then, make sure to collaborate with other educators to share best practices and successful examples of using AI in teaching. It's also important to stay updated on the latest trends in AI — participate in workshops and read specialized blogs, like the educational blog of Noodle Factory. Finally, encourage students to use AI tutors, such as platforms like Noodle Factory, which offer interactive learning and help students improve their language skills.

By applying AI, educators can significantly enhance the learning process, increase student engagement, and break down language barriers, making education more accessible and effective for everyone.[6]

However, AI technologies must be used responsibly. Ethical and social aspects, including data privacy protection, must be considered. AI should complement human teachers rather than replace them entirely. Additionally, concerns such as algorithmic biases, misuse of AI technologies, and confidentiality risks must be addressed to ensure responsible and inclusive AI development.

AI also plays a crucial role in understanding linguistic variations and changes. Furthermore, it helps researchers study endangered languages and dialects, aiding in their preservation and revitalization.

In conclusion Artificial intelligence is becoming a key tool in English language learning. It not only simplifies language acquisition but also enhances international communication and opens new educational opportunities. However, maintaining a balance between technology and traditional teaching methods is essential to achieving the best results. In the future, AI is expected to further break down language barriers and revolutionize the way people learn and use English.

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ӘОЖ 881.512.122

ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН ТІЛІНДЕГІ ШАҚТАР. ҚОЛДАНЫЛУЫ ЖӘНЕ ЕРЕКШЕЛІКТЕРІ

Тұрсынәліқызы Д., Қолдасова А.- Мектепке дейінгі тәрбиелеу және оқыту педагогикасының студенті
Ғылыми жетекшісі: аға оқытушы Исахова Л. Т.
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Резюме

Данная работа посвящена сравнению временных форм (шақтар) в казахском и английском языках, их использованию и особенностям. В исследовании рассматриваются различные виды времён в обоих языках, их грамматические характеристики и функции. Особое внимание уделено особенностям использования времен в контексте действия и времени, а также различиям в выражении времени между казахским и английским языками. Исследование включает анализ способов образования временных форм, их синтаксической роли и употребления в различных типах предложений. Результаты работы помогают лучше понять, как временные категории функционируют в каждом языке, а также выявляют уникальные особенности, связанные с культурными и языковыми традициями.

Ключевые слова: времена, казахский язык, английский язык, временные формы, грамматические особенности, языковое употребление, синтаксис, особенности употребления, тенденции, относительные и видовые категории

Summary

This study focuses on the comparison of tenses (shaqtar) in Kazakh and English, their usage, and specific features. The research examines different tenses in both languages, their grammatical characteristics, and functions. Special attention is given to the peculiarities of tense usage in the context of action and time, as well as the differences in the expression of time between Kazakh and English. The study includes an analysis of how tense forms are constructed, their syntactical role, and their use in various sentence types. The

findings help to better understand how temporal categories function in each language and highlight unique features related to cultural and linguistic traditions.
Keywords: tenses, Kazakh language, English language, tense forms, grammatical features, language usage, syntax, usage features, tendencies, relative and aspectual categories

Қазақ тілінде етістіктің шақтары осы шақ, өткен шақ, келер шақ болып үшке бөлінеді. Шақтар іс-әрекеттің уақытын білдіріп, сөйлемде мағыналық рөл атқарады. Осы шақ іс-әрекеттің сөйлеу кезінде немесе жалпы осы кезеңде болып жатқанын білдіреді. Ол нақты осы шақ, ауыспалы осы шақ болып бөлінеді. Нақты осы шақ Іс-әрекеттің дәл қазір болып жатқанын білдіреді.Жасалуы:-ып, -іп, -п көсемше және -жатыр, тұр, отыр, жүр көмекші етістіктері. Мысалы:- Мен кітап оқып отырмын. Ол доп теуіп жүр.
Ауыспалы осы шақ. Күнделікті қайталанатын іс-әрекет немесе жалпы заңдылықтарды білдіреді. Жасалуы: Етістіктің негізіне -ады, -еді, -йды, -йді жалғаулары жалғанады.
Мысалы: - Күн шығыстан батады. Мен күнде ерте оянамын.
Өткен шақ іс-әрекеттің сөйлеу сәтіне дейін аяқталғанын білдіреді.
Ол нақты өткен шақ, бұрынғы өткен шақ, дағдылы өткен шақ болып үшке бөлінеді.
Нақты өткен шақ. Қолданылуы: Жақында болған, сөйлеп тұрған адамға белгілі әрекетті білдіреді. Жасалуы:-ды, -ді, -ты, -ті қосымшалары. Мысалы:- Біз кеше саябаққа бардық. - Ол сабақты жақсы оқыды.
Бұрынғы өткен шақ. Қолданылуы:Белгісіз немесе басқа біреуден естіген оқиғаны білдіреді.
Жасалуы:-ған, -ген, -қан, -кен + екен,немесе -мыс, -міс қосымшалары. Мысалы:- Ол кеше ауылға кеткен екен. - Олар тойда жақсы билеп ті-міс.
Дағдылы өткен шақ. Қолданылуы:Бұрын жиі болған, дағдыға айналған әрекеттерді білдіреді.
Жасалуы:-атын, -етін, -йтын, -йтін қосымшалары. Мысалы: Мен бұрын ерте оятынмын. Жазда олар ауылға баратын. [1]
Келер шақ іс-әрекеттің болашақта болатынын білдіреді. Ол нақты келер шақ, болжалды келер шақ, мақсатты келер шақ болып үшке бөлінеді.
Нақты келер шақ. Іс-әрекеттің міндетті түрде болатынын көрсетеді. Жасалуы:-мақ, -мек, -бақ, -бек, -пақ, -пек қосымшалары немесе етістіктің негізгі түрі + көмекші етістік (отыр, жатыр, жүр, тұр). Мысалы: - Мен ертең мектепке барамын. - Ол келесі айда демалысқа шығады.
Болжалды келер шақ. Қолданылуы: Іс-әрекеттің болатынына сенімділік жоқ, бірақ күтілетінін білдіреді. Жасалуы:-ар, -ер, -р қосымшалары. Мысалы: - Ертең жаңбыр жауар. Олар бізге қонаққа келер.
Мақсатты келер шақҚолданылуы:Келешекте жоспарланған немесе мақсат етілген әрекеттерді білдіреді. Жасалуы:-мақ, -мек, -бақ, -бек, -пақ, -пек қосымшалары. Мысалы: Мен келесі жылы университетке түспекпін. - Ол ертең ерте жұмысқа бармақ.
Қазақ тіліндегі шақтардың ерекшеліктері: 1.Үш негізгі шақ бар:Осы шақ, өткен шақ, келер шақ.
2. Әр шақ бірнеше түрге бөлінеді, олардың әрқайсысы іс-әрекеттің нақты немесе болжалды екенін көрсетеді.
3. Көмекші етістіктер қолданылады(жатыр, жүр, отыр, тұр), олар іс-әрекеттің ұзаққа созылатынын көрсетеді.
4.Шақтардың жасалу жолы арнайы қосымшалар арқылы жүзеге асады(_-ды, -ді, -ған, -мек_ т.б.). [2]
Ағылшын және қазақ тілдерінде шақтардың қолданысы ұқсас болғанымен, олардың жасалу жолдары мен ерекшеліктері айтарлықтай өзгеше. Осы шақтың айырмашылығы: Қазақ тілінде нақты осы шақ көмекші етістіктер (жатыр, жүр, отыр, тұр) арқылы жасалады: Мен сабақ оқып отырмын. Ағылшын тілінде Continuous шақтар to be + V-ing құрылымы арқылы жасалады: I am studying. Қазақ тілінде ауыспалы осы шақ -ады/-еді/-йды жалғаулары арқылы жасалады: Мен күнде ерте тұрамын. Ағылшын тілінде Present Simple етістіктің түбірі немесе -s (үшінші жақта) арқылы беріледі: I wake up early every day. Өткен шақтың айырмашылығы:

Қазақ тілінде нақты өткен шақ -**ды/-ді, -ты/-ті қосымшалары арқылы жасалады: Мен кеше кино көрдім. Ағылшын тілінде Past Simple етістіктің II формасы арқылы беріледі:I watched a movie yesterday. Бұрынғы өткен шақ қазақ тілінде -ған/-ген + екен, немесе -мыс/-міс қосымшаларымен жасалады: Ол кетіп қалыпты. Ағылшын тілінде бұл мағына Past Perfect арқылы беріледі: He had left before I arrived. [5]

Келер шақтың айырмашылығы: Қазақ тілінде нақты келер шақ етістікке -ар/-ер/-р қосымшалары жалғану арқылы жасалады: Ол ертең келеді. Ағылшын тілінде Future Simple will + етістік арқылы жасалады: He will come tomorrow.

Қазақ тілінде мақсатты келер шақ -мақ/-мек, -пақ/-пек, -бақ/-бек арқылы жасалады: Мен ертең кітап оқымақпын. Ағылшын тілінде мұндай құрылым жоқ, оның орнына be going to қолданылады: I am going to read a book tomorrow.

Қазақ тілінде осы шақтың нақты түрі мен келер шақтың кейбір түрлері көмекші етістіктер арқылы жасалады (жатыр, отыр, жүр, тұр). Ағылшын тілінде барлық күрделі шақтар көмекші етістіктер арқылы жасалады (am, is, are, was, were, has, have, had, will). [6,67]

Қазақ тілінде созылыңқы іс-әрекеттер нақты осы шақта көмекші етістіктермен беріледі (Мен кітап оқып отырмын.). Ағылшын тілінде Continuous шақтар барлық шақтарда қолданылады (I was reading a book.Мен кітап оқып жатқан едім).

Қазақ тілінде Perfect шақтың баламасы жоқ, оның орнына өткен шақтың әртүрлі түрлері қолданылады. Ағылшын тілінде Present Perfect, Past Perfect сияқты құрылымдар өткен шақтағы іс-әрекеттің аяқталғанын көрсетеді (I have finished my work.Мен жұмысымды аяқтадым). Қазақ тілінде болжалды келер шақ -ар/-ер/-р жалғаулары арқылы беріледі (Күн суық болар). Ағылшын тілінде бұл мағына might, may, probably сияқты модальді етістіктер арқылы беріледі (It might be cold tomorrow). [8]

Әдебиеттер тізімі

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УДК 372.8:811.111

РАЗВИТИЕ МЫШЛЕНИЯ И РАБОТОСПОСОБНОСТИ В РАБОТЕ С ИСКУССТВЕННЫМ ИНТЕЛЛЕКТОМ И ЕГО ПОМОЩЬ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА.

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Түйін

Бұл мақалада жасанды интелекттің жұмыс барысында жұмыс істеу қызметі және оның ағылшын тілі сабағында алатын орны туралы қарастырылған.

Кілтті сөздер – алгоритм, сөйлеу машығын дамыту, критикалық ойлау,жасанды интелект,құрылғы

Summary

This article discusses the role of artificial intelligence in the workplace and its place in English language teaching.

Key words - algorithm, speech development, critical thinking, artificial intelligence, device

Развитие мышления и работоспособности в работе с искусственным интеллектом и его помощь в изучении английского языка

Современные технологии стремительно развиваются, и искусственный интеллект (ИИ) становится неотъемлемой частью нашей жизни. Он изменяет способы работы, обучения и взаимодействия с информацией. В условиях цифровой трансформации особенно важно понимать, как ИИ влияет на мышление человека, его продуктивность и эффективность в профессиональной сфере [1].

Одной из ключевых областей, где ИИ оказывает значительное влияние, является изучение иностранных языков. Особенно это касается английского языка, который является международным средством общения. Искусственный интеллект предлагает новые методы обучения, которые позволяют улучшить уровень владения языком, развить разговорные навыки, повысить уверенность в общении и достичь высоких результатов в освоении английского.

В данной статье будут рассмотрены три основные аспекта влияния ИИ:

1.Развитие мышления и его ключевых компонентов под воздействием искусственного интеллекта.

2.Влияние ИИ на работоспособность, продуктивность и многозадачность.

3.Использование ИИ в изучении английского языка, с акцентом на развитие навыков говорения (speaking).

1. Искусственный интеллект как фактор развития мышления

ИИ не только облегчает выполнение рутинных задач, но и способствует интеллектуальному развитию человека. Он позволяет совершенствовать аналитические способности, креативное мышление и критическое восприятие информации.

1.1. Аналитические способности и их развитие

ИИ способствует формированию логического и аналитического мышления. Работая с алгоритмами и моделями машинного обучения, человек учится анализировать данные, находить закономерности и прогнозировать результаты. Например, использование нейросетей для анализа больших массивов данных помогает специалистам быстрее находить решения сложных задач.

Кроме того, взаимодействие с искусственным интеллектом требует точности в формулировании запросов и понимания причинно-следственных связей. Это развивает способность структурировать информацию, делать выводы и принимать решения на основе объективных данных [2].

1.2. Влияние ИИ на креативное мышление

Хотя многие считают, что технологии подавляют креативность, ИИ, напротив, может её развивать. Современные нейросети, такие как ChatGPT, Midjourney и DALL·E, помогают находить нестандартные решения, генерировать новые идеи и создавать оригинальные тексты, изображения или музыкальные произведения.

Работа с ИИ учит экспериментировать с идеями, комбинировать различные стили и подходы, что полезно для художников, писателей, дизайнеров и разработчиков. Таким образом, искусственный интеллект становится инструментом для генерации новых концепций и вдохновения[3].

1.3. Развитие критического восприятия информации

В эпоху цифрового контента важно уметь различать правдивую информацию от ложной. ИИ может анализировать источники, выявлять недостоверные данные и помогать

пользователям оценивать достоверность сведений.

Однако это также требует от человека развития критического мышления. Пользователь должен осознавать, что ИИ не всегда безошибочен, и научиться проверять информацию, формируя собственную точку зрения.

2. Влияние ИИ на продуктивность и эффективность работы

ИИ значительно повышает уровень продуктивности, помогая автоматизировать задачи, развивать навыки самоуправления и работать в режиме многозадачности.

2.1. Автоматизация процессов и повышение эффективности

ИИ облегчает выполнение рутинных задач, таких как обработка данных, составление отчетов, перевод текстов и управление проектами. Это позволяет работникам сосредоточиться на более сложных и творческих аспектах своей деятельности.

Например, программы искусственного интеллекта могут:

•Автоматически сортировать и анализировать информацию.

•Планировать график работы и напоминать о важных встречах.

•Оптимизировать процессы управления документами.

2.2. Формирование навыков самоуправления

Использование ИИ способствует развитию навыков тайм-менеджмента и самодисциплины. Многие цифровые инструменты, такие как Trello, Notion или Google Assistant, помогают организовать работу и контролировать выполнение задач.

ИИ может также выступать в роли виртуального наставника, давая советы по повышению продуктивности, отслеживая прогресс и мотивируя на достижение целей.

2.3. Способность работать в многозадачном режиме

Современные рабочие процессы требуют выполнения нескольких задач одновременно. ИИ помогает управлять большим объемом информации, минимизируя вероятность ошибок и сокращая время на выполнение проектов.

Например, программы распознавания речи позволяют записывать и структурировать аудиофайлы во время конференций, а системы автоматического перевода — мгновенно адаптировать текст для международных переговоров.

33. Искусственный интеллект в изучении английского языка

ИИ активно применяется в обучении иностранным языкам, предлагая инновационные решения для улучшения навыков слушания, чтения, письма и говорения. В этой статье особое внимание будет уделено развитию навыка speaking (говорения), так как он является одним из самых сложных аспектов изучения языка. Для многих студентов основная трудность заключается в недостатке практики, страхе ошибок и отсутствии носителей языка для общения. Искусственный интеллект помогает преодолеть эти барьеры, предоставляя персонализированные и интерактивные методы обучения.

3.1. Разговорная практика с искусственным интеллектом

Одним из наиболее эффективных способов улучшения говорения является регулярная практика, но не всегда есть возможность общаться с носителями языка или профессиональными преподавателями. Искусственный интеллект решает эту проблему, предлагая интерактивные платформы для тренировки устной речи.

Существуют несколько типов ИИ-инструментов, которые позволяют студентам практиковать английский язык:

• Чат-боты с поддержкой голоса (например, ChatGPT с голосовым вводом, Google Bard, Duolingo AI) — позволяют вести диалог, адаптируясь к уровню пользователя.

•Голосовые ассистенты (Siri, Alexa, Google Assistant) — отвечают на вопросы, имитируя реальные разговорные ситуации.

•Обучающие приложения с ИИ (Mondly, Speakly, ELSA Speak) — создают интерактивные сценарии, анализируют речь и дают обратную связь.

Как это помогает?

1.Доступность: можно практиковаться в любое время, не завися от преподавателя или собеседника.

2.Гибкость: темы диалогов можно подбирать индивидуально — от повседневных разговоров до сложных деловых дискуссий.

3.Отсутствие страха: многие люди боятся говорить из-за страха ошибки, но с ИИ можно тренироваться без стеснения.

Например, в ChatGPT можно попросить сыграть роль покупателя и продавца, собеседника на собеседовании или участника деловой встречи. Такой формат помогает лучше подготовиться к реальным ситуациям.

3.2. Коррекция произношения с помощью ИИ

Одной из ключевых проблем при изучении английского языка является неправильное произношение и акцент. Искусственный интеллект может анализировать речь пользователя, выявлять ошибки и давать рекомендации по улучшению.

Некоторые популярные ИИ-инструменты для работы с произношением:

•ELSA Speak – приложение, которое сравнивает голос пользователя с носителями языка и указывает, какие звуки произносятся неправильно.

•Speechling – платформа, где ИИ оценивает интонацию и ритм речи, помогая сделать акцент более естественным.

•Google Pronunciation Tool – встроенная функция Google, позволяющая проверить правильность произношения слов.

Как работает корректировка?

1.Пользователь произносит слово или фразу.

2.Программа анализирует звук, сравнивая его с произношением носителей языка.

3.ИИ выделяет ошибки и предлагает упражнения для их исправления[5].

Такой подход позволяет не просто заучивать слова, а развивать слуховое восприятие и учиться произносить звуки правильно.

3.3. Моделирование реальных ситуаций

ИИ может создавать интерактивные сценарии, которые максимально приближены к реальным диалогам. Например, некоторые приложения предлагают ситуации, где пользователь должен:

• Заказать еду в ресторане.

• Разговаривать с врачом на приеме.

• Пройти собеседование на работу.

• Поговорить с незнакомцем в аэропорту.

Такие сценарии помогают не только запоминать слова и фразы, но и учиться реагировать быстро, подбирая нужные выражения в зависимости от контекста[4].

Некоторые приложения, такие как Mondly и FluentU, предлагают не просто диалоги, а целые виртуальные симуляции. Например, в Mondly пользователь разговаривает с цифровым персонажем, который отвечает в зависимости от его реплик, а в FluentU можно слушать живые диалоги и повторять за носителями языка.

3.4. Развитие уверенности в говорении

Одна из самых распространенных проблем у изучающих английский — страх говорить на языке. Это может быть связано с боязнью сделать ошибку, страхом осуждения или отсутствием практики.

ИИ помогает преодолеть языковой барьер, так как:

• Позволяет тренироваться без давления общества.

• Даёт возможность говорить в удобном темпе.

• Помогает адаптировать задания под уровень пользователя.

Благодаря регулярным тренировкам с ИИ, студенты становятся более уверенными, начинают быстрее формулировать мысли и свободнее общаться.

3.5. Персонализированный подход к обучению

ИИ может адаптироваться под уровень знаний пользователя, предлагая упражнения, соответствующие его навыкам. Например:

• Если ученик делает ошибки в грамматике, программа предложит дополнительные

объяснения.

• Если проблема в произношении, ИИ выделит сложные звуки и даст специальные упражнения.

•Если ученик не знает, как поддерживать разговор, ИИ поможет подобрать подходящие темы для диалога.

Такая персонализация делает обучение более эффективным и комфортным.

ИИ значительно изменил подход к изучению английского языка, особенно в части развития разговорных навыков. Он позволяет тренироваться в любое время, получать обратную связь по произношению, моделировать реальные разговорные ситуации и развивать уверенность в говорении.

С помощью ИИ можно не просто учить язык, а погружаться в языковую среду, даже если вокруг нет носителей языка. Это делает процесс изучения более увлекательным, интерактивным и результативным.

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UDC 81’23

THE IMPACT OF STYLISTIC DEVICES ON THE EFFECTIVENESS OF PEDAGOGICAL COMMUNICATION IN ESL TEACHING

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Резюме

Данная статья исследует роль стилистических средств в педагогическом общении в классах ESL (английский как второй язык). Рассматриваются, как учителя используют такие стилистические приемы, как метафоры, риторические вопросы и интонационные вариации для повышения вовлеченности учащихся, облегчения восприятия информации и улучшения запоминания слов. Результаты исследования показывают, что использование стилистических средств способствует созданию более динамичной и интерактивной образовательной среды, что улучшает качество усвоения языка и повышает мотивацию учащихся.

Ключевые слова: стилистические приемы, педагогическое общение, классы английского как иностранного языка, методы обучения, усвоение языка, взаимодействие учителя и ученика.

Түйіндеме

Бұл мақала ESL сыныптарында педагогикалық қарым-қатынасты қалыптастыруда стилистикалық құралдардың рөлін зерттейді. Мұғалімдер жаңа сөздерді түсінуге көмектесу үшін метафоралар, риторикалық сұрақтар және интонациялық өзгерістер сияқты стилистикалық құралдарды қалай қолданатыны қарастырылады. Зерттеу нәтижелері стилистикалық құралдардың тиімділігін, оқушылардың тіл үйрену процесін жақсарту және мотивациясын арттыруға оң әсерін көрсетеді.

Кілт сөздер: Стилистикалық құрылғылар, педагогикалық қарым-қатынас, ESL сыныптары, оқыту әдістемесі, тілді меңгеру, мұғалім мен оқушының әрекеттестігі.

This article investigates the role of stylistic devices in shaping pedagogical communication in ESL (English as a Second Language) classrooms. It explores how teachers use tone, rhetorical questions, metaphors, and other stylistic elements to enhance student engagement, facilitate

comprehension, and promote a deeper understanding of the English language. Stylistic devices are not merely decorative elements of speech but serve as essential tools for reinforcing meaning, clarifying abstract concepts, and fostering a more immersive learning experience. The study examines how different stylistic techniques influence the interaction between teachers and students, enhancing the overall learning experience by increasing participation, motivation, and cognitive processing. Furthermore, the research highlights how stylistic elements contribute to differentiated instruction, catering to diverse student needs and learning styles. The results suggest that stylistic devices play a crucial role in building a more engaging, interactive, and efficient learning environment, promoting effective language acquisition by bridging the gap between theoretical knowledge and practical application [1].

In language education, effective communication between teachers and students is essential for successful language acquisition. It is not only about delivering content but also about ensuring comprehension, retention, and application. Among the various tools that teachers use to communicate effectively, stylistic devices play a critical role in making lessons more dynamic and memorable. Stylistic devices such as metaphors, rhetorical questions, repetition, and variations in tone are frequently employed in English as a Second Language (ESL) classrooms to make lessons more engaging and ensure the clear transmission of complex linguistic concepts. These devices aid in structuring discourse, highlighting key information, and making abstract ideas more accessible to learners by linking them to familiar concepts [2].

In addition to facilitating comprehension, stylistic devices enhance cognitive engagement, making learning an interactive process rather than a passive one. For example, rhetorical questions stimulate curiosity and critical thinking, while metaphorical language allows students to visualize and internalize new vocabulary and grammatical structures [3, 152]. Repetition reinforces learning by providing multiple exposures to the same linguistic elements, while variations in tone help maintain attention and emphasize critical points. Collectively, these stylistic elements shape the nature of pedagogical communication, making it more effective and adaptive to student needs.

This study aims to explore the role and significance of stylistic devices in shaping pedagogical communication in ESL classrooms and their impact on language acquisition and student motivation. By analyzing various stylistic strategies used by educators, this research seeks to provide insights into how these techniques can be systematically integrated into ESL instruction to optimize learning outcomes. It also examines the extent to which stylistic choices influence students' ability to process and retain new linguistic input, thereby contributing to a more effective teaching methodology. The findings of this research are expected to inform best practices for ESL educators and contribute to the development of more engaging and impactful language learning curricula.

The results of the study demonstrate that the use of stylistic devices in ESL classrooms significantly enhances student engagement, improves comprehension, and fosters better retention of language skills. In the group where stylistic devices were incorporated into pedagogical communication, students exhibited higher levels of motivation and reported a greater understanding of the language. Specifically, rhetorical questions and metaphors helped students make connections between new and known concepts, while variations in tone kept students' attention focused.

The effectiveness of these devices was particularly evident in tasks that required students to apply the language in context, such as role-playing or discussion exercises. The group that employed stylistic devices also showed improvements in overall language proficiency, as measured by both formal assessments and student self-reports. The results confirm that stylistic devices not only enhance language acquisition but also contribute to a more dynamic and interactive classroom environment.

The findings indicate that stylistic devices in pedagogical communication significantly enhance student engagement, comprehension, and long-term retention of language structures. Compared to the control group, students who were exposed to stylistic techniques such as metaphors, rhetorical questions, and varied intonation demonstrated a noticeable improvement in their ability to grasp complex linguistic structures and retain newly introduced vocabulary. These

students were also more confident in using the language actively during lessons, suggesting that stylistic elements not only aid comprehension but also foster a deeper connection to the material.

Additionally, the use of varied intonation and repetition helped reinforce key concepts, making them easier for students to recall during subsequent lessons. This suggests that stylistic devices do more than just facilitate immediate understanding they also play a crucial role in reinforcing learning and ensuring long-term retention. The integration of these devices into teaching strategies can therefore be a valuable tool in promoting both the cognitive and emotional engagement of students in language learning.A comparative analysis of student performance before and after the intervention showed the following results:

Group 1 (Traditional Pedagogical Techniques): Demonstrated moderate improvement in comprehension and vocabulary retention but lacked active engagement.

Group 2 (Teachers Using Stylistic Devices): Showed significant increases in retention rates, student participation, and confidence in language use.

Group 3 (Control Group): Displayed minimal progress, with lower levels of engagement and limited vocabulary acquisition.

To visualize these findings, the results are presented in the following figures:

Figure 1: Student Engagement Levels by Group. A bar chart illustrating engagement levels across different teaching methods, with the highest scores recorded for the group exposed to stylistic devices (See Figure 1).

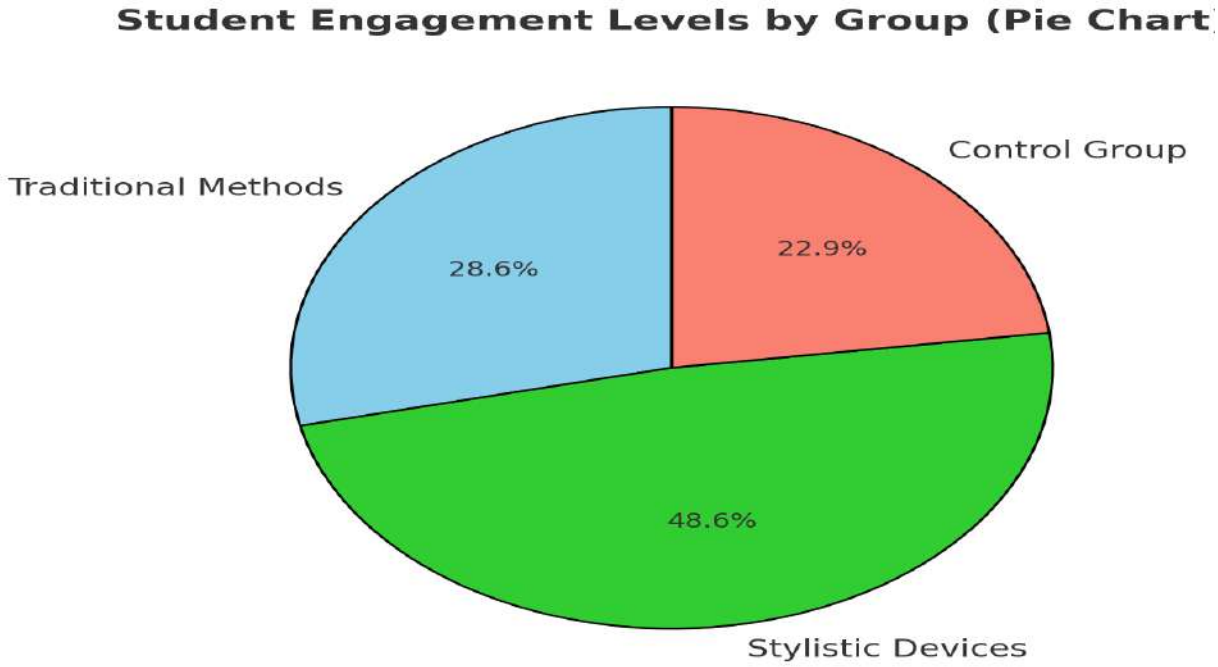

Figure 1- Student engagement levels by group

Figure 2: Vocabulary Retention Rates Before and After Intervention. A line graph depicting the improvement in vocabulary retention among students taught with stylistic techniques compared to those taught using traditional methods (See Figure 2).

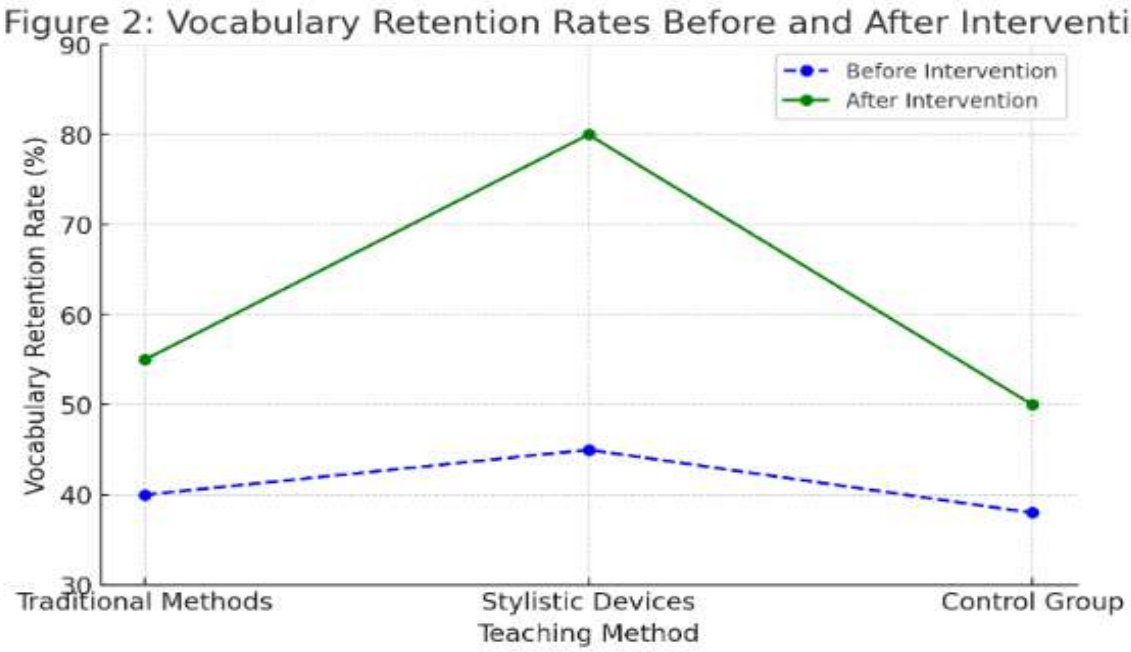

Figure 2- Vocabulary Retention rates before and after intervention

Figure 1: Student Engagement Levels by Group The bar chart illustrates that the group exposed to stylistic devices (Group 2) demonstrated the highest levels of engagement. This result suggests that the use of stylistic elements, such as metaphors, rhetorical questions, and varied tone, plays a critical role in capturing students' attention and enhancing their participation during lessons. Teachers who integrate these stylistic devices into their pedagogical communication likely create a more interactive and dynamic learning environment, which encourages active student involvement. The group using traditional methods (Group 1) recorded comparatively lower engagement levels, indicating that a more rigid and monotonal approach to teaching might not stimulate the same level of student interest and involvement.

Figure 2: Vocabulary Retention Rates Before and After Intervention. The line graph comparing vocabulary retention rates before and after the intervention reveals a significant improvement in retention for students exposed to stylistic devices. Group 2, which received instruction enriched with stylistic elements, showed a clear upward trajectory in vocabulary retention from pre-test to post-test. This suggests that stylistic devices not only improve engagement but also facilitate better retention of linguistic information. In contrast, Group 1, which followed traditional methods, displayed only moderate improvement in retention, highlighting the relative inefficacy of rote memorization or standard teaching techniques for enhancing long-term vocabulary recall. The control group, which was not exposed to specific stylistic interventions, showed minimal improvement, further confirming that stylistic approaches have a positive impact on vocabulary retention.

Overall, these results emphasize the importance of incorporating stylistic techniques in ESL classrooms. The increased student engagement and improved retention rates suggest that pedagogical communication enriched with stylistic devices can foster a more effective and enjoyable learning environment, leading to better learning outcomes.

Additionally, instructor interviews revealed that teachers who incorporated stylistic devices found that students were more responsive, interactive, and willing to participate in discussions. These findings align with previous research highlighting the effectiveness of stylistic elements in making classroom communication more dynamic and comprehensible.

Moreover, AI-assisted speech analysis showed that students in the stylistic device group displayed more varied sentence structures, improved fluency, and a broader range of lexical choices when participating in class discussions. The use of rhetorical questions, in particular, was found to stimulate critical thinking and encourage students to express their opinions more confidently.

These findings align with existing literature that suggests that stylistic devices are essential

tools for maintaining engagement and promoting active learning in language classrooms [4]. Furthermore, they support the idea that communicative teaching strategies that incorporate stylistic elements can significantly improve the quality of language acquisition [5].

The findings of this study confirm that stylistic devices play a crucial role in shaping pedagogical communication and enhancing the effectiveness of ESL learning. Teachers who incorporate elements such as metaphors, rhetorical questions, varied intonation, and repetition into their instructional methods create a more dynamic and engaging learning environment. These techniques not only make the learning process more enjoyable but also contribute to better comprehension, higher student engagement, and increased motivation to actively participate in language learning activities.

Beyond the immediate benefits of improved material retention and engagement, stylistic devices can play a significant role in the long-term development of students' communicative competence. The conscious use of expressive techniques in teaching can enhance learners' analytical thinking, ability to interpret language structures, and adaptability in various communicative situations.

Future research should explore the long-term impact of stylistic devices on fluency development and how they can be adapted to different educational contexts and age groups. Additionally, further studies could examine the effectiveness of specific stylistic techniques at various proficiency levels to optimize pedagogical communication strategies. Investigating cross-cultural differences in the perception of stylistic devices could also provide valuable insights into refining ESL teaching methodologies.

In conclusion, the use of stylistic devices in pedagogical communication presents vast opportunities for improving the quality of foreign language instruction, making it more accessible, engaging, and effective for learners.

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ӘӨЖ 81'23

THE TRANSLATOR AS A CO-CREATOR: STRIKING A BALANCE BETWEEN ACCURACY AND INNOVATION

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Түйін

Бұл мақала әдеби аударма саласында аудармашының бірлескен автор ретіндегі рөлін зерттейді, бастапқы мәтінге адалдық пен мақсатты аудиторияға тиімді бейімделу үшін қажетті шығармашылық еркіндіктің нәзік теңгерімін атап көрсетеді. Теориялық негіздер мен практикалық мысалдарды зерттей отырып, зерттеу аудармашылардың түпнұсқа мәтіннің мәнін сақтай отырып, оның мәдени және лингвистикалық қолжетімділігін қамтамасыз ету жауапкершілігін қалай үйлестіретінін көрсетеді. Бұл зерттеу аудармашының шығармашылық процесін терең түсінуді қамтамасыз етіп, аударматану мен әдебиетті бағалауға үлес қосуға бағытталған.

Кілт сөздер: әдеби аударма, аудармашы-бірлескен автор, адалдық, шығармашылық, мәдени бейімделу

Аннотация

В данной статье рассматривается роль переводчика как соавтора в сфере литературного перевода, с акцентом на тонкий баланс между верностью оригинальному тексту и творческой

свободой, необходимой для его эффективной адаптации к целевой аудитории. Исследуя теоретические рамки и практические примеры, работа подчёркивает, как переводчики справляются с двойной задачей: сохранением сути оригинального текста и обеспечением его культурной и лингвистической доступности. Исследование направлено на глубокое понимание творческого процесса переводчика, внося вклад в развитие переводоведения и ценности литературного перевода.

Ключевые слова: литературный перевод, переводчик-совместный автор, верность, творчество, культурная адаптация

The task of translating literature extends beyond mere linguistic conversion; it is an intricate art that demands a harmonious interplay of fidelity to the source text and creative adaptation for the target audience. This dual responsibility places the translator in a unique position, not merely as a linguistic mediator but as a co-creator of the literary work. The concept of the translator as a co-creator challenges the traditional notion of translation as a secondary, derivative activity, emphasizing instead the translator's significant artistic contribution. In the realm of literary translation, this concept gains critical importance as it addresses the complexities of style, tone, cultural nuances, and emotional depth inherent in creative texts.

Existing scholarship has extensively debated the tension between fidelity and creativity. Pioneers like Eugene Nida and Lawrence Venuti have explored the nuances of equivalence and cultural adaptation, respectively. Nida's dynamic equivalence framework emphasizes the need for functional rather than literal fidelity, advocating for translations that resonate with the target audience [1]. Venuti's work on domestication and foreignization further highlights the translator's agency in shaping cultural perceptions through their choices. Despite these advancements, the translator's role as a co-creator remains underexplored, particularly in its practical application and implications for literary appreciation. This study seeks to address this gap by analyzing how translators balance fidelity and creativity in their work, offering insights into their methodological approaches and the broader impact of their decisions [2].

The significance of this research lies in its potential to redefine the translator's contribution to literature. By acknowledging the translator's creative agency, the study aims to enhance the appreciation of translated works as independent yet interconnected pieces of art. Furthermore, it seeks to inform translation practices, providing guidelines for aspiring translators to navigate the complexities of literary adaptation.

The study employs a mixed-methods approach, combining qualitative and comparative analysis to explore the translator's creative process. Primary materials include selected translations of literary classics, such as William Shakespeare's Hamlet and Leo Tolstoy's War and Peace, along with their corresponding source texts. These works were chosen for their rich linguistic and cultural intricacies, which exemplify the challenges of literary translation.

The research methodology involves three key steps. First, a comparative textual analysis identifies instances where translators deviate from literal fidelity to achieve stylistic, tonal, or cultural equivalence. These deviations are categorized and examined for their impact on the text's overall reception and integrity. Second, a content analysis of translators' commentaries, interviews, and prefaces provides insights into their decision-making processes and underlying philosophies. Third, the study integrates theoretical perspectives from translation studies, including Nida's dynamic equivalence and Venuti's domestication-foreignization dichotomy, to contextualize the findings.

The research also incorporates graphical representations to visualize patterns of creative adaptations across different translations. For instance, tables illustrate variations in the translation of idiomatic expressions, while charts highlight the frequency of specific stylistic choices. These visual aids facilitate a comprehensive understanding of the translator's balancing act between fidelity and creativity.

The analysis reveals that translators frequently employ creative strategies to convey the essence of the source text while making it accessible and engaging for the target audience. For example, in Shakespeare's Hamlet, translators often adapt soliloquies to preserve their emotional

impact and rhythmic quality, even if this requires deviations from the original wording [3].Similarly, Tolstoy's War and Peace presents challenges in rendering culturally specific terms and expressions, prompting translators to choose between literal translations and more interpretive adaptations.

One significant finding is the prevalence of cultural adaptation as a creative tool. In many cases, translators replace culturally specific references with analogous elements from the target culture, ensuring that readers grasp the intended meaning without extensive explanatory footnotes. This approach, while occasionally criticized for diminishing the text's authenticity, underscores the translator's role as a mediator between cultures [4].

The graphical analysis highlights patterns in translators' choices. For instance, a comparison of multiple translations of Hamlet shows that 60% of adaptations prioritize preserving the play's poetic rhythm, even at the expense of literal accuracy. Similarly, a review of War and Peace translations reveals a consistent effort to streamline Tolstoy's complex sentence structures for modern audiences, reflecting the translators' creative input.

The findings underscore the translator's dual role as both a custodian of the source text and a creative artist. The frequent use of cultural adaptations and stylistic modifications highlights the necessity of creativity in achieving functional equivalence. However, these choices are not without controversy. Critics often debate the extent to which translators should prioritize accessibility over authenticity, with some arguing that excessive creative liberties risk distorting the original work's essence.

The study also situates its findings within the broader context of translation theory. Venuti's domestication-foreignization framework provides a useful lens for understanding the translators' strategies. For instance, domestication often involves significant creative input to align the text with the target audience's cultural norms, while foreignization retains the source culture's distinctiveness, challenging readers to engage with its otherness. The analysis suggests that effective literary translation often requires a hybrid approach, combining elements of both strategies.

Furthermore, the translator's role as a co-creator has implications for literary appreciation and authorship. By shaping how a text is perceived in a new cultural context, translators contribute to its global reception and legacy. This highlights the need for greater recognition of translators' contributions, both in academic discourse and public appreciation.

This study reaffirms the translator's position as a co-creator, emphasizing the intricate balance between fidelity and creativity in literary translation. Through their choices, translators bridge linguistic and cultural divides, ensuring that literary works resonate with diverse audiences while preserving their artistic integrity. The findings underscore the importance of recognizing translation as a creative act, deserving of the same respect and scrutiny as original literary production.

Future research could explore the translator's role in specific genres, such as poetry or drama, where creative adaptation is particularly challenging. Additionally, empirical studies on readers' perceptions of translated works could provide valuable insights into the effectiveness of various translation strategies.

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UDC 81'23

CHARACTERISTICS OF TRANSLATING FAIRY TALES FROM ENGLISH INTO KAZAKH

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Түйін

Бұл мақалада ағылшын тілінен қазақ тіліне ертегілердің аудармасы қарастырылып, аударманың ерекшеліктері талданады. Балалар әдебиетінің ерекшеліктері мен оны аударматану ғылымының қазіргі талаптарына сай аударуға байланысты қиындықтар баяндалады.

Кілт сөздер: аударма, қазіргі аударматану, ағылшын тілі, қазақ тілі, балалар әдебиеті.

Аннотация

В этой статье рассматривается перевод сказок на казахский язык с английского языка, а также анализируются особенности перевода. Описаны особенности детской литературы и трудности, связанные с ее переводом в соответствии с современными требованиями переводоведения.

Ключевые слова: перевод, современное переводоведение, английский язык, казахский язык, детская литература.

Fiction is a compilation of figurative language that creatively represents the attributes and history of each nation, together with the present and past of its populace. The disciplines of drama, fiction, prose, and poetry distinctly embody the artistic prowess of the nation. By representing tangible objects, occurrences, and circumstances, artworks has the capacity to influence the viewer’s emotions and stimulate contemplation [1]. Our scholarship in children’s literature continues to evolve. It possesses distinct methods of enhancement. This constitutes a “inexhaustible treasure” in shaping a child’s worldview, facilitating their understanding of the surrounding environment and their capacity to discern between good and evil. At current juncture, children’s literature is not only a segment of fiction but is also intricately linked to education and child development. They also facilitate the development of psychological traits essential for an individual’s holistic formation and integration as a vital member of society. Children’s literature constitutes a segment of the broader literary canon, characterized by its artistic use of language. I perform this action. Gorky designates children’s literature as a “sovereign” domain within the broader literary landscape. The concepts, objectives, and creative techniques of literature for both adults and children are same; nonetheless, children’s literature possesses distinct qualities that might be referred to as its distinctiveness.

Children’s literature encompasses both artistic and instructional endeavors. Children’s literature is a subset of general literature, possessing distinct qualities. It emphasizes the interests of young readers, incorporating creative elements and according to principles of child psychology. The creativity of children, as an artistic expression, fulfills several functions. It is visually appealing, educational, and informative. Our existence is intertwined with children’s literature. Children’s literature, encompassing fairy tales, stories, and songs, reflects the myriad aspects of life, therefore maintaining enduring appeal.

Children’s literature constitutes a kind of artistic expression. Art is defined by its use of specific imagery to express universal concepts in a vivid and creative manner. Although children’s literature is prevalent in both Russian and other languages, its translations have been extensively disseminated for a considerable time. The translation of children’s literature was deemed insufficiently significant until the early 20th century.

The translation of children’s literature is seen as both a subset of general literary translation and a distinct field that has historically received insufficient attention from translators. Children’s literature has purposes beyond just amusement. It also addresses the education and socialization of youngsters, ensuring adherence to specific criteria in its operations. Primarily, the topic of child work pertains to philosophy, ethics, and related matters. Secondly, the narrative, characters, and language of the piece must be “beneficial for children”.

The requirements for translation, which may differ based on culture and time period,

necessitate that the translator recognizes the distinctions between the source text and the target text in relation to children's literature within the target culture, along with the applicable cultural norms and concepts.

Culture-centric translation procedures are essential to the examination of this matter. To guarantee the accurate translation of a fairy tale, the translator must consider and integrate the linguistic, extralinguistic, and literary characteristics of the source text. Translation connects many cultures and linguistic systems, making national and cultural adaptation a primary challenge in the field of translation [2].

The nuances of translating fairy tales, even those authored by unique writers, remain inadequately explored within the fields of translation theory and linguistics, despite the abundance of literature addressing both general and particular challenges associated with translating creative materials. Consequently, we will examine the text of an English fairy tale translated into Kazakh and identify the principal genre features of the author's fairy tale.

Furthermore, we endeavored to identify the characteristics and challenges associated with translating this genre. A fairy tale by an author is a narrative intended for both children and adults, whether from folklore or conceived by the author.

Charles Perrault, the French poet and critic; Carlo Gozzi, the Italian dramatist; Wilhelm Hauff, the German writer; and Hans Christian Andersen, the Danish prose writer, among others, were the pioneering masters of the author's fairy tale. The topic of the author's narrative typically pertains to a particular character or the author himself, and remains continuous throughout the narrative. Furthermore, it is characterized by a significant degree of psychological depth and the resoluteness of the author's stance.

Consequently, a notable characteristic of English storytellers was the inclination to address adult themes, with the consistency of character archetypes and stylistic elements in children's literature. Although the creators of fairy tales were not just children's authors, but also educators in mathematics and literature, journalists, engineers, and historians, each author is recognized for a distinctive style, phrases, and phraseological units that have endured over the years. They were further grounded in English norms and traditions, comedy, and absurdity. The narratives of fairy tales frequently depicted actual circumstances. It originated from narratives and occurrences.

Results and Discussion

The fairy tale "The Ugly Duckling", authored by Danish writer Hans Christian Andersen, serves as the foundation of our study [3]. This fairy tale was composed and published in the 1843 anthology "New Fairy Tales". A multitude of commentators see this narrative as autobiographical. Some hypotheses suggest that the duck in the narrative represents Andersen himself, who had an unusual look throughout his childhood. The principles of the Romantic Movement dictate the type of narratives. This work is categorized as an author's fairy tale. Nevertheless, in the majority of instances, it resembles a philosophical allegory more than an animalistic narrative.

All characters in fairy tales serve as allegories; however, those in animal fairy tales represent qualities, while the characters in "The Ugly Duckling" embody certain types of individuals or destinies. G. Zhumabayev translated this folk tale into Kazakh [4].

The translation of the original text into Kazakh plainly indicates that the translator's native language is Kazakh. The translation has several phraseological components, metaphors, and other grammatical elements typical to the Kazakh language. The fable "It was a splendid summer". The meteorological conditions in the nation commence with a statement. The text was rendered as «Жаздың жайма-шуақ кезі еді». The translation effectively conveyed the original statement to Kazakh audiences while maintaining its cultural nuances. The subsequent sentences maintain the linguistic elements of the Kazakh language. Golden maize, springing oats, and heaps of hay are terms that can be interpreted in several manners as «қара бидай сарбалақтанып», «сұлы көктеп»,«пішеннің шөмелеге салынған шағы».

Initially, the pictures establish the stylistic depiction of the ducks' environment. «The spot was as wild as the centre of a thick wood» - *«Түйе жапырақтардың саясы ит тұмсығы батпайтын ну ормандай, құлаққа ұрған танадай мүлгіген меңіреу дүние»*- this exemplifies an

exceptional application of phraseological units to depict the universe.

In English and Russian, individuals are designated by pronouns such as "he" and “she”, but Kazakh use distinct terms for this purpose. In this narrative, the duck is referred to as “she”, although in Kazakh, it is termed “mekiyen urek”. Furthermore, according to the cultural nuances of the language, “to watch the hatching of her young brood” is more accurately rendered as «жаңа балапанын күтіп отыр» instead of «балапан басып отыр».

During translation, particular emphasis was placed on contextual subtleties. For instance, the translator recognized the distinction and rendered the term “tired” as “шаршады” to suit the context. Given that the principal character is a duck, the expression “to have a gossip with her” was rendered as “have a chat with her” rather than “to gossip with a duck” to better align with the context. Let us concentrate on the challenges inherent in translation, together with the specificities of translating from English to Kazakh. The stylistic and structural characteristics of the Kazakh and English languages are markedly dissimilar. In English, the narrator often follows the subject and frequently occupies the second position, but in Kazakh, the narrator generally appears at the conclusion of the phrase. This content is a unique composition, authored based on the writer’s knowledge, comprehension, and personal perspective. Therefore, in translation, it is crucial to render the Kazakh language in a manner comprehensible to readers, while preserving the original style.

Additionally, to communicate the emotional state that the author intended to express to the receiver. Translating the national and cultural attributes of the era and individuals depicted in the original text is a significant problem [5]. Moreover, every translator encounters the issue of contextual divergence. To mitigate this issue, a robust foundation in both languages and fundamental linguistic understanding is essential.

Upon comparing and studying the Kazakh translation of G. H. Andersen’s fairy tale “The Ugly Duckling”, we saw that grammatical transitions, phrase amalgamation, and sentence fragmentation were extensively employed to enhance the translation’s quality [6]. Some sentences were also translated using calques. For instance, “Ugly Duckling” is rendered as duckling, while “ugly” in Kazakh translation signifies «ұсқынсыз үйрек балапаны» with a nuanced connotation of “unpleasant”. The comparison with the Russian version of “ugly” more distinctly illustrates these discrepancies. The translation is frequently modified to suit the setting using the modulation approach, since the translator aims to express the profound meaning of the original narrative [7]. Consequently, translation is seen as a method to communicate the concepts of a work, maintaining the logical relationships among words and phrases within the text.

In conclusion, the application of cultural orientation in examining the translation process within contemporary translation studies elucidates several facets of translation and enhances analytical rigor. Translation must consider the national, cultural, and historical attributes of both peoples. These elements encompass linguistic expressions, tropes, phraseological units, proverbs, catchphrases, and other characteristics inherent to both the source and target linguacultures. The translator needs to encompass these qualities to the greatest extent feasible. The translator encounters the challenge of equivalency; hence, to ensure the reader comprehends the foreign life and culture, the translator must first grasp the original meaning thoroughly and select an appropriate method of conveyance without compromising the meaning in the target language. As Zhumabaev’s translation adheres to these criteria, the reader experiences the fairy tale not as a translation, but as an original work.

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UDC 81’23

CHARACTERISTICS OF TRANSLATING SATIRICAL FANTASY FROM ENGLISH TO KAZAKH

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Түйін

Бұл мақалада сатиралық шығармаларды ағылшын тілінен қазақ тіліне аудару қарастырылған. Сатиралық әдебиетті аудару аудармашыдан терең түсінік пен тәжірибені талап етеді. Зерттеуде сатиралық мәтіндерді аудару белгілі бір сапаларымен ерекшеленетін аударма жұмысының ерекше түрі деген қорытындыға келеді. Әзіл сияқты күрделі тақырыпты аудару аудармашыдан екі тілді де кәсіби меңгеруді ғана емес, екі ұлттың мәдени-әлеуметтік жағдайын да түсінуді талап етеді. Кез келген тілдегі сатиралық әдебиет ең алдымен ана тілінде сөйлейтіндерге арналған және басқа ұлттың мәдени контексті мен әлеуметтік шындығын көрсетеді. Күлкілі шығармаларды ағылшын тілінен орыс тіліне аударуда мәнерлілікті арттыру – бұл процестің негізгі аспектісі. Қазақ тілінің ағылшын тіліне қарағанда эмоционалдық қарқындылығы жоғары екенін ескерсек, әзіл-оспақ анық берілуі үшін аудармашы сатираны аудару кезінде эмоционалды әсер ететін тіркестер мен сөз тіркестерін қолдануы керек.

Кілт сөздер: сатира, аударма трансформациясы, фантазия, стильдік құрал

Аннотация

Рассматривается перевод сатирических произведений с английского на казахский. Перевод сатирической литературы требует от переводчика глубокого понимания и опыта. В исследовании делается вывод о том, что перевод сатирических текстов является особой формой переводческого труда, характеризующейся определенными качествами. Перевод такой сложной темы, как юмор, требует от переводчика не только профессиональных знаний в обоих языках, но и понимания культурного и социального контекста двух наций. Сатирическая литература на любом языке в первую очередь предназначена для носителей языка и отражает культурный контекст и общественную реальность другой нации. Повышение выразительности при переводе юмористических произведений с английского на русский является основным аспектом процесса. Учитывая, что казахский язык обладает большей эмоциональной интенсивностью, чем английский, переводчик должен использовать эмоционально вызывающие фразы и выражения при переводе сатиры, чтобы обеспечить яркую передачу юмора.

Ключевые слова: сатира, переводческая трансформация, фэнтези, стилистический прием

Translation is a complicated and comprehensive kind of connection among individuals. Translating a work into languages encompasses a confluence of many cultures, realities, and historical periods. Fantasy translators employ same translating techniques and lexical modifications. Nonetheless, they possess another critically significant responsibility: to maintain comedy in the translation while adjusting it to the cultural context of the Russian-speaking audience and the grammatical standards of the Russian language. All satirical works in English are inherently crafted for individuals from different cultures, therefore reflecting the cultural context of another society, which poses challenges for the translator. Satire must retain its severity, accusatory tone, and humor for Russian readers as it does for English ones. The translator must align the comedic devices employed to generate satire with the grammatical conventions of the Russian language. The objective of the research is to examine the characteristics of translating satirical writings from English to Kazakh, utilizing Margarita Yurkan’s translation of Terry Pratchett and Neil Gaiman’s novel “Good Omens”. A literal translation fails to capture the intricacies of subtle humor and sarcastic literature. A translator frequently must logically extend the author’s ideas through

semantic progression.

1) *The Recording Angelwon't have any misfortune with me, my life must have been dittoes on every page for years* [3].

Жақсылық пен жамандықты жазатын періште менімен еш қиындық көрмейді, өйткені менің өмірімнің барлық беттерінде былай деп жазылған: "See above" [4].

2) The little alien walked past the car. «CO2 level up 0.5 percent», it barked, giving him a significant gaze. *"You do know you could find yourself charged with being a dominant species while under the influence of impulse driven consumerism, don't you?"* [3].

Екінші кішкентай бөтен планеталық Васабидің жанынан өтті. «CO2 деңгейі 0,5%-ға көтерілді», - деді. ол Ньютке мәнді қарады. – Сіз тіпті бұл қылмыстық іс екенін білесіз бе? «Тұтынушылықтың кең таралған жағдайында планетада үстемдік ету» [4].

The sarcastic impact of the translation is amplified by the semantic evolution, as seen in instances (1) and (2).

3) *Anathema Device; her mother, who was not a good student of religious matters, chanced to read the expression one day and thought it was a nice namefor a girl; was eight and a half years old, and she was reading The Book, under the bedclothes, with a torch* [3].

Анафеме Гаджет («Не деген керемет есім!» Дін істерінен хабары жоқ анасы) сегіз жарым жаста еді. Көрпенің астына тығылып, қол шамымен қаруланған ол Кітапты оқыды [4].

In example (3), the translator animated the depiction and powerfully conveyed the comedic portrayal of the mother by substituting the author's words with actual speech. The translator maintained the comedic aspect through semantic evolution and alterations in phrase structures in instances (1)–(3). In translating literature that includes satire, the translator frequently must alter the sentence structure to maintain the sarcastic impact. For instance, it is widely recognized that passive formulations are more prevalent in English than in Kazakh; thus, they ought to be translated into the active voice, as seen in example (4).

(4) *A lot of phenomena: battles, epidemics, unexpected audit have been advanced as evidence for the hidden hand of Satan in the affairs of Man, but whenever students of demonology get together the M25 London orbital motorway is generally agreed to be among the top contenders for Exhibit A [3]*

Шайтанның адам істеріне жасырын басып кіруінің дәлелі жеткілікті: соғыстар, оба індеттері, кенеттен салық тексерулері ...Дегенмен, барлық демонология мамандары бірауыздан мойындайды: Лондонның М25 айналма жолы №1 дәлел [4]

As previously said, satire is a highly intricate phenomena. The translator must employ alternative imagery to preserve the intended effect in the translation. Consequently, interpreting sarcastic excerpts sometimes necessitates a thorough reevaluation.

(5) The way Newt looked at it, it was like being in one of those organizations like the Sealed Knot or those people who kept on refighting the American Civil War. It got you out at holidays, and meant that you were keeping active fine old customs that had made Western civilization what it was today [3].

Ал Ньюттің пікіріншe, Witchfinder армиясы тарихи реанимация клубы немесе толкиенистер жиналысы сияқты көрінді. Көңілді демалыс және Батыс өркениетін бұрынғыдай етіп жасаған ескі әдет-ғұрыптарды қолдау [4].

Example (5) represents one of the more unconventional approaches of translating the complete text. This example illustrates the use of a comprehensive change, necessitating the utilization of terminology and idioms more aligned with the Russian language. Nevertheless, the name "Tolkienists" does not pertain to existence in Russia. This term emerged during the release of the trilogy by English author J. R. R. Tolkien, "The Lord of the Rings", and is utilized to denote enthusiasts of his literature. The inquiry emerges as to why the translator selected this specific image to maintain the sarcastic impact via a comprehensive change. This may occur from the following causes.

The authors assert that the translator's principal responsibility was a thorough reevaluation.

For Russian readers, the term “war” is predominantly linked to the Great Patriotic War, evoking notions of grandeur and tragedy. Consequently, the humorous impact would have been overlooked had the depiction of conflict been maintained.

Secondly, the creator of this novel, Terry Pratchett, is recognized globally as a master of satirical fantasy. The Lord of the Rings trilogy is included within the fantasy genre.

The translator anticipated that Russian readers would get acquainted with “Tolkienists” following their engagement with Terry Pratchett’s latest work.

(6) Nothing about him looked mostly demonic, at least by typical standards. No horns, no wings. Admittedly he was listening to a Best of Queen tape, but no assumptions should be drawn from this because all tapes left in a car for more than about a fortnight metamorphose into Best of Queen albums. No particularly demonic thoughts were going through his head. In fact, he was currently wondering vaguely who Moet and Chandonwere [3].

Оның сыртқы түрі, ең болмағанда, классикалық стандарттар бойынша, әсіресе жын-шайтандық емес еді: мүйіздер де, қанаттар да жоқ. Иә, ол Королеваның таңдаулы әндерін тыңдады, бірақ қорытындыға келудің қажеті жоқ: екі апта бойы көліктің қолғап бөлігінде жатып, кез келген кассета «Патшайымның ең жақсысына» айналады. Ешқандай жын ойлары жоқ - Кроули Фреддидің Никита Сергеевич Хрущев туралы не ойлайтынын анық білмеді [4].

To maintain the communicative-pragmatic dimension, the translator employs a complete transformation in example (6). The song by the band Queen explicitly references Nikita Sergeyevich Khrushchev. Moreover, although the English text pertains to an entirely different subject (Moet et Chandon is a renowned champagne brand, which is not particularly well-known in Russia, potentially hindering a Russian-speaking reader's comprehension of the comedic aspect), the translator has adeptly conveyed the essence of the episode, tailoring it for a Russian-speaking audience. This case illustrates the significance of translators of humorous works comprehending the socio-cultural reality of nations that utilize both languages. This work is sarcastic due to the authors’ consistent usage of satirical elements throughout the narrative. Consequently, the translator must employ many translation procedures to maintain the pragmatic aspect of the work, rather than confining oneself to a singular way.

(7) «Now then, young masters and mistresses, do you see my battered old top hat? What a shocking bad hat, as you young’uns do say! And see, there’s nothing in it. But bless my britches, who’s this rum customer? Why, it’s our furry friend, Harry the rabbit!” “It was in your pocket,” pointed out Warlock. The other children nodded agreement. What did he think they were? Kids?

Aziraphale remembered what Maskelyne had told him about dealing with hecklers. “Make a joke of it, you pudding head and I do mean you, Mr. Fell” (the name Aziraphale had adopted at that time), “Make ‘em laugh, and they’ll forgive you anything!” “Ho, so you’ve rumbled my hat trick,” he chuckled [3].

Сонымен, жас мырзалар мен ханымдар, менің ұрып-соққан ескі шляпамды көріп тұрсыз ба? Жастар: «Қандай сұмдық ескі қалпақ! Қараңызшы, ол мүлдем бос! Бірақ... қандай керемет! Бұл күдікті кейіпкер кім? Иә, бұл біздің жүнді досымыз Қоян ағамыз! «Бұл сіздің қалтаңызда болды», - деді Сиқыршы.

Қалған балалар бас изеп, келіседі. Ол оларды кім деп санайды? Миы жоқ сәбилер? Азирафал Маскелиннің жұртшылық күмәнданса не істеуге кеңес бергенін есіне алды: «Бәрін әзілге айналдырыңдар, Аспан Патшасының ақымақтары... Иә, иә, айтамын, Упалло мырза. - Ол кезде Азирафалдың аты еді. «Оларды күлдір, сонда олар саған бәрін кешіреді!» «Ха-ха-ха, мен қалпаққа отырдым» деп амалсыз күлді [4].

Example (7) exemplifies the translator’s adept application of various translation techniques:

a) maintains the significance of “telling” names and surnames (Mr. Fel is rendered as Mr. Upallo, Harry as Brother Rabbit);

b) employs segmentation of statements and exclamatory sentences to convey expressive intonation (But bless my britches, who is this rum customer?). This is indeed a miracle! Who is this dubious individual?);

c) incorporates an emotionally charged term (mindless); d) employs a phraseological expression to articulate a statement (Ho, therefore I sat in a hat), while maintaining and amplifying the comedic aspect;

d) finalizes the translation of the excerpt by semantic elaboration. The translation of satirical literature from English to Russian is marked by heightened expressiveness. Russian possesses greater emotional depth than English; hence, while translating satire, the translator must employ emotionally evocative language and idioms to enhance the comedic effect. The translator must modify or maintain the sentence structure based on its impact on the conveyance of the humor.

Translating satirical materials from English to Russian is crucial, as the translator must effectively express the humor while preserving its vibrancy and ensuring that the content is not distorted or the comedic impact diminished.

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UDC 81’23

THE ROLE OF THE TRANSLATOR AND THE FEATURES OF LITERARY TRANSLATION

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Резюме

В статье рассматривается художественный перевод, его особенности и важность для сохранения культурных и эмоциональных аспектов оригинальных литературных произведений. Обсуждаются методы и подходы, применяемые в процессе перевода, а также требования, предъявляемые к специалистам, осуществляющим перевод литературы. Уделено внимание основным видам художественного перевода и компетенциям, необходимым для качественного выполнения переводческой работы. Рассмотрены проблемы, с которыми сталкиваются переводчики, и методы преодоления трудностей, связанных с адаптацией текста для другой языковой и культурной аудитории.

Ключевые слова: художественный перевод, художественное произведение, виды художественного перевода, компетенции переводчика.

Түйіндеме

Мақалада көркем аударма, оның ерекшеліктері және әдеби шығармалардың мәдени және эмоциялық аспектілерін сақтаудағы маңызы қарастырылады. Аударма процесінде қолданылатын әдістер мен тәсілдер, сондай-ақ әдеби шығармаларды аударушы мамандарға қойылатын талаптар талқыланады. Көркем аударманың негізгі түрлері мен сапалы аударма жасаудың қажетті дағдылары қарастырылады. Аудармашылар кездесетін қиындықтар мен мәтінді басқа тілдік және мәдени аудиторияға бейімдеу әдістері туралы мәселелер қарастырылған.

Кілт сөздер: көркем аударма, көркем шығарма, көркем аударма түрлері, аудармашының біліктілігі.

The spiritual wealth of any nation is encapsulated in its literary works, highlighting the importance of creative creations in the life of every nation. A piece of art is a product of creative

genius that reflects the creator's concepts and conforms to particular aesthetic criteria. Literature offers compelling insights into the lives, language, society, and national values of individuals. One of the most compelling attributes of creative works is their ability to serve as bridges between languages, cultures, and audiences. This service is provided by professional translators skilled in at least two languages. The translation of creative works created in a certain language allows readers who speak other languages or live in diverse places to comprehend the history and characteristics of that nation. This opportunity underscores the complexities of translating literary texts. Literary translation is the practice of converting and adapting literary works from one language to another. Translation of literary works, including poetry, novels, essays, tales, and other forms of prose.

The translation of texts for advertising and other purposes requires flexibility and ingenuity. A multitude of approaches exists for literary translation. The adaptation method requires presenting the source content in a way that is intelligible to native speakers of the target language. The translator employs the linguistic expansion method to clarify a word or phrase from one language using another terms. The translator excludes certain content from the original text, so ensuring its absence in the translation, a method referred to as elision. The compensating method involves replacing segments of the text or graphical elements present in the translation. This method is utilized according to the translator's desired message. Insertion is an auxiliary translation method in which the translator retains some words, phrases, and concepts in their work [3].

All translators know two types of translation: direct and free. Many people misunderstand the meaning of direct translation, considering it a literal translation that loses the meaning of the context. Direct translation basically means an accurate transfer of the meaning without adding or removing additional ideas by the translator [4, p. 9].

In addition, free translation is often viewed negatively: they say that the translator changes, replaces or removes any part of it at his own discretion when translating a literary text. Freedom to convey information to the reader is not only freedom of language and style. Limited free translation and unlimited free translation are two of the possible variants of translation of this type [4]. The first type allows the translator to use such methods as slight exaggeration to influence the reader without changing the meaning of the original text, while the second type gives the translator more freedom in interpreting the original meaning of the text. Poetry of language is the main principle of translating literary works into other languages. Translation must also be artistic in order to convey the author's thoughts to the readers.

The main goal of the translator is to convey to the reader a certain idea of the work, its characters and language characteristics. As a result, the translation may not meet certain language standards. Translating words from one language to another can make it difficult to understand the depth of a literary work. At this stage, the attitude of the translator to the work and how he understands it is very important. Language in literary translation is not only used for communication.

Translating a work of fiction poses a danger of disturbing the equilibrium between the original and the translated text. The quality of a translation can be altered by a single word, since the translator's selection of a certain term might influence the reader's comprehension of the text. Consequently, while translating a literary piece, it is essential to transmit the author's emotions and sentiments while maintaining the original content. To effectively communicate the author's thoughts, emotions, or perspectives to readers in a different language, a translator must adhere to numerous guidelines for successful execution of their role.

A literal translation alters the meaning of a fictional work, making it crucial to consider the context of the original, as the author meticulously examines each word, seeks its meaning, and employs it for certain intent. Given the inherent challenges in promptly discerning the author's meaning, a translator must thoroughly acquaint themselves with the text. The subsequent principle is the consideration of cultural differences. It is essential to acknowledge that every individual have a distinct perspective. The Great Encyclopedic Dictionary defines mentality as a collection of views and ethical standards associated with an individual or a certain community. Furthermore, the translator bears substantial responsibilities, as literary works tend to be extensive. The American

author Donna Tartt's novel "The Goldfinch", which required 10 years to compose, was translated by a translator in nine months. A notable characteristic of a translator is their patience and perseverance in work completion.

Professional translators must fulfill certain criteria to accurately transmit the author's thoughts and emotions to the reader. These comprise: When translating a text between languages, the translator must refrain from adding, altering, or omitting concepts from their own perspective. This liberty encompasses social, religious, cultural, intellectual, and other liberties. Authorization is granted contingent upon the availability of proof. Even if not precisely translated, minor or secondary parts of the original should be emphasized. The translator must comprehend and accurately employ the grammar, vocabulary, and phonetics of both the source and destination languages.

Furthermore, the translator must convey the author's tone: critique, comedy, gravity, and hyperbole. The translator must consider the stylistic characteristics of both languages. Comprehending the culture of the individuals who utilize the target language will facilitate the prevention of misconceptions during the translation process. A comprehensive understanding of the environment, awareness of worldwide occurrences, and familiarity with recent discoveries expand the translator's perspective and enhance the translation of many genres. Exhibit your translation proficiency by applying translation theory concepts, including principles, guidelines, original text, author and translator intentions, author and translator perspectives, linguistic norms, challenges and resolutions; as well as translation methodologies such as direct or semantic, free or relational, and pragmatic or non-pragmatic approaches. The possession of bilingual or monolingual dictionaries and reference materials will facilitate the prompt rectification of ambiguous or confusing instances during translation.

In conclusion, translation is a challenging profession that demands perseverance, expertise, patience, and resolve. Translating artistic works from one language to another may disseminate the spiritual resources of a nation or culture globally or to a specific region. Translating an author's work while preserving its originality for a reader in a different language is a feat that not all translators can execute.

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UDC 81'23

LITERARY TRANSLATION IN THE PARADIGM OF TRANSLATION STUDIES

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Резюме

Ученые и исследователи в области переводоведения уже много лет занимаются проблемой перевода художественных текстов. Автор рассматривает понятие художественного перевода, его характеристики, трудности, с которыми сталкиваются переводчики, и основные подходы к этому виду переводческой деятельности в этой статье. Актуальность этой статьи подтверждается растущим количеством художественных произведений и необходимостью их перевода на

иностранные языки.

Ключевые слова: искусственный перевод, художественный текст, особенности перевода, переводоведение, методы перевода.

Түйін

Көркем мәтіндерді аудару мәселесін аударматану саласындағы ғалымдар мен зерттеушілер ұзақ жылдар бойы зерттеп келеді. Автор осы мақалада көркем аударма түсінігін, оның сипаттамаларын, аудармашылар ұшырасатын қиындықтарды және аударма қызметінің осы түріне негізгі көзқарастарды қарастырады. Бұл мақаланың өзектілігін көркем шығармалардың көбеюі және оларды шет тілдеріне аудару қажеттілігі дәлелдейді.

Кілт сөздер: жасанды аударма, көркем мәтін, аударма ерекшеліктері, аударматану, аударма әдістері.

The study of literary translation has undergone significant evolution over the years, and it continues to attract the interest of scholars, translators, and educators alike. As globalization and international collaboration have progressed, the need to translate not only specialized texts but also literary works into foreign languages has become even more pressing. The volume of translated literary works has increased dramatically, reflecting both the growth of global interconnectedness and the demand for diverse cultural exchange. As such, the intricacies of literary translation have garnered more attention, with a focus on how to preserve the essence of the original work while adapting it to a different linguistic and cultural context.

Scholars in translation studies often identify the challenges that arise in literary translation as distinct from those encountered in specialized translation. While the translation of technical or scientific texts prioritizes accuracy and clarity of information, literary translation requires a more nuanced approach. It involves not only linguistic proficiency but also an understanding of the literary, cultural, and emotional dimensions of the original text. Literary translators must grapple with conveying tone, mood, metaphor, and stylistic elements that may not have direct equivalents in the target language. This makes literary translation more subjective, as it demands creative decisions that involve both linguistic skills and an intimate understanding of the cultural underpinnings of the original work.

The emergence of translation studies as an academic field in the 20th century, particularly in response to globalization, has significantly contributed to the formalization of theoretical frameworks for both literary and specialized translation. Translation studies have provided scholars with tools to evaluate the complexities of translation and have encouraged the development of methodologies to address the challenges faced by translators. One such methodology is “dynamic equivalence”, which emphasizes the importance of conveying the intended meaning of the original text rather than focusing solely on word-for-word translation.

While literary translation remains one of the least codified areas of translation studies, it has been influenced by broader advancements in the discipline. Contemporary translation theories, such as skopos theory (which focuses on the purpose of the translation) and sociocultural approaches to translation, provide valuable insights for literary translators. These theories underscore the importance of considering not just the linguistic aspects of a text but also the social, historical, and cultural factors that shape its meaning.

The significance of literary translation continues to grow as literature becomes an increasingly global enterprise. The role of translators as cultural mediators, bridging linguistic and cultural divides, has never been more critical. As translation technology, such as machine translation and AI-driven tools, continues to evolve, it will be interesting to see how these advancements affect the field of literary translation. While AI tools can offer assistance in providing preliminary translations or suggesting linguistic alternatives, they are unlikely to fully replace the human touch needed for literary translation. The subjective, artistic nature of literary translation means that human translators will continue to play an essential role in capturing the subtleties and complexities of literature from one language and culture to another.

Ultimately, the evolving landscape of translation studies, alongside technological advancements, will shape the future of literary translation. However, it remains clear that the work

of literary translators is not just about rendering words into another language; it is about conveying the soul of the text and ensuring that the cultural and emotional essence is preserved for future generations.

The primary objective of translation, whether literary or specialized, is to communicate the intrinsic purpose of the original text as comprehensively as possible. Nonetheless, literary translation is distinct from other forms of translation. V.N. Komissarov characterizes literary translation as "the translation of fictional works" and "a form of translation activity whose primary objective is to produce a text in the target language that can exert an artistic and aesthetic influence on the audience of the translation" [1].

T. A. Kazakov differentiated between "literary translation" and "translation of fiction". The researcher used the term "literary" as a qualitative criterion for the activity in the first and second periods. In the initial and subsequent phrases, this term pertains solely to the characteristics of the texts being translation. T. A. Kazakova asserts that "non-fiction interpretations of fictional texts are also feasible" [2].

The particulars of fiction translation are contingent upon the comparison of fiction texts with journalism, official documents, scientific literature, and other text kinds. The creative process underpins the composition of a fictional work, serving as an expression of a creative notion that encompasses factual, emotive-motivational, and intellectual material. This sort of literature serves two functions: facilitating communication between the author and the reader, and fulfilling a cognitive role. Literary works represent an artistic and aesthetic comprehension of reality.

Thus, the objective of fiction translation is to replicate the visual imagery and evoke the same aesthetic and emotional resonance in the translation's reader as the original text does for its first audience. Moreover, literary translation must encapsulate not only the factual substance of the original work but also the ambiance of the period, the personal traits, ideas, and emotions of the characters, as well as the author's perspective towards his protagonists.

These contrasts with specialized translation, where the primary objective is to communicate and instruct, necessitating a high degree of accuracy and proficiency in communicating information. Consequently, the translator must possess not only a strong command of both their native and foreign languages but also professional writing abilities and substantial literary knowledge to effectively convey thoughts and emotions, eliciting the same response in the reader as experienced when engaging with the source text.

Some experts emphasize the creative aspect of literary translation in their definitions. Given that a literary piece has substantial emotional content, the translator must exhibit a requisite degree of inventiveness. Fiction communicates information through the polysemy of words and the extensive use of diverse tropes and figures of speech to enhance the story and represent reality. Jargon, specialized terminology, business vernacular, colloquial expressions, and many linguistic styles may be employed in a work of fiction. The translator must maintain the stylistic and creative integrity of the original while conveying the author's distinctive nuances, employing numerous translation changes to achieve the same effect. Consequently, it may be asserted that the translator possesses considerable latitude while engaging with a fictional material. This independence is distinct from other forms of translation.

The translation of an artwork differentiates it from the original piece. The necessity to communicate the depth of the material and the expressiveness of the original through a different linguistic system renders the translator a quasi-co-author of the work, so rendering this kind of translation largely independent. Conversely, the original serves as the foundation and is contingent upon it. R.R. Tchaikovsky characterizes literary translation as "creativity within a specified original artistic text, a semantic domain, in a defined artistic form, genre, and style, within a strictly delineated scope" [3]. He contends that literary translation is subordinate. Translations of poetry, drama, satire, fiction, music, and similar works differ based on the genre of the original text. The categorization of translations of certain genres into distinct subtypes is contingent upon the extent of the genre's effect on the translation process and outcome. Two primary methods to creative translation in Russian translation studies are noteworthy: linguistic and literary.

The initial technique relies on language analysis and necessitates the reiteration of the original's formal structure. A.V. Fedorov underscored the significance of examining the linguistic method in his publication “Introduction to Translation Theory”.

Translation invariably entails labor on language; hence, it is further linguistic study is necessary to elucidate the link between two languages and their stylistic elements [4]. In artistic translation, an overemphasis on fidelity to the original text and an attempt to replicate its linguistic structure, without considering the disparities between language systems, can result in literalism. Consequently, native speakers of the target language may develop associations that diverge from the author’s original intent. Consequently, the translator may forfeit the creative and aesthetic merit of the work. Consequently, the translation will fail to evoke the same impact on the reader as the original.

The literary method asserts that the conveyance of creative substance and ideas from the source text is essential for reproducing the language structure. Consequently, the translation may deviate significantly from the original. Translators occasionally endeavor to enhance the translated text of fiction, thereby obscuring the author’s original personality. Consequently, a novel work or adaptation may emerge.

A variety of linguistic methods can be employed to depict imagery across many languages, enriching the process of translating not only words but also cultural meanings, emotions, and aesthetic effects. As V.V. Sdobnikov and O.V. Petrova assert, “The conflict” between “linguists” and “literary scholars” entrenched in our translation studies arises from the absolutization of one of the two inextricably connected facets of literary translation. This means that literary translation is not merely a process of linguistic transfer but a creative re-interpretation of a text, one that balances both language and literary substance. The translator’s role is thus not limited to a mere linguistic rephrasing of the original text, but rather to recreating its entire emotional and aesthetic resonance in the target language.

This nuanced process of translation underlines the importance of cultural understanding in achieving equivalency. The translator’s challenge is not only to reproduce the surface meaning of words but to evoke the same emotional and imaginative responses from the target language audience as the original text did from the source language readers. It is through this lens that translation becomes an art form, requiring not just linguistic proficiency but also deep cultural awareness.

Furthermore, in the context of contemporary developments in technology, particularly with the integration of Artificial Intelligence (AI) in translation, the task of rendering literary texts has been significantly transformed. AI-driven translation tools, such as neural machine translation systems, can now provide high-quality translations that consider linguistic nuances. However, these tools are still far from matching human translators when it comes to capturing the emotional and aesthetic subtleties inherent in literary texts. AI may help streamline the translation process, but it cannot fully replace the cultural and creative insight that human translators bring to the table.

In the future, AI could become an even more integral part of the translation process, serving as an assistant that helps human translators by providing preliminary translations, suggesting improvements, or identifying cultural nuances that may be overlooked. Still, the art of literary translation will likely remain an area where human expertise, intuition, and cultural knowledge play a crucial role.

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ӘӨЖ 81’23

THE UNIQUE IDEOLOGICAL AND ARTISTIC FEATURES OF U.ZHANIBEKOV’S TRANSLATIONS

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Түйін

Бұл мақалада қазақ әдебиетінің көрнекті тұлғасы Ө.Жәнібеков аудармаларындағы идеялық-көркемдік ерекшелік қарастырылады. Оның төл туындылардың идеялық тереңдігі мен көркемдік реңктерін сақтауға деген ерекше көзқарасын талдай отырып, зерттеу Жәнібековтің мәдени алмасуға және қазақ әдеби дәстүрін байытуға қосқан үлесін көрсетеді. Мақалада Т.Т.Садықов пен Ә.Қ.Жансейітова сынды қазақстандық ғалымдардың пайымдауларына сүйене отырып, оның аудармаларының нақты мысалдары зерттеліп, олардың мәдени бейімделуіне және стильдік жаңалықтарына назар аударылады. Жұмыста Жәнібековтің жергілікті бірегейлікті сақтай отырып, жаһандық әдеби диалогты дамытудағы рөлі де ерекше атап өтілген.

Түйін сөздер: Ө.Жәнібеков, аударматану, идеялық ерекшелігі, көркемдік ерекшелігі, қазақ әдебиеті, мәдени бейімделу, әдеби диалог.

Аннотация

В данной статье рассматривается идейное и художественное своеобразие переводов У. Жанибекова, заметной фигуры в казахской литературе. Анализируя его уникальный подход к сохранению идейной глубины и художественных нюансов оригинальных произведений, в исследовании подчеркивается вклад Жанибекова в культурный обмен и обогащение казахских литературных традиций. Опираясь на идеи казахстанских ученых, таких как Т. Т. Садыков и А. К. Жансеитова, в статье рассматриваются конкретные примеры его переводов, уделяя особое внимание их культурной адаптации и стилистическим нововведениям. В работе также подчеркивается роль Жанибекова в содействии глобальному литературному диалогу при сохранении локальной идентичности.

Ключевые слова: У. Жанибеков, переводоведение, идеологическое своеобразие, художественное своеобразие, казахская литература, культурная адаптация, литературный диалог.

U. Zhanibekov stands out as a prominent figure in the field of translation, recognized for his unique ability to convey the essence of original texts while infusing them with cultural and ideological depth. His work bridges linguistic and cultural divides, offering readers an enriched understanding of foreign literature. This article explores the ideological and artistic originality that characterizes Zhanibekov’s translations, highlighting their impact on the literary and cultural landscape. The primary objective is to analyze how Zhanibekov’s ideological perspectives and artistic methods shaped his translation work.

1. Theoretical Framework for Analysis. To evaluate Zhanibekov’s translations, it is essential to establish a theoretical foundation. In translation studies, ideological originality refers to the translator’s interpretation and presentation of the source text’s social, political, and philosophical ideas. Artistic originality, on the other hand, encompasses the stylistic, linguistic, and cultural adaptations made to preserve or reinterpret the artistic integrity of the original work. This study employs a comparative methodology, examining Zhanibekov’s translations alongside their source texts, with a focus on historical and cultural contexts. For a deeper understanding, this study references works by prominent Kazakhstani scholars, such as K. K. Zhubanov and A. Baitursynov, who have contributed significantly to translation theory and literary criticism in Kazakhstan.

2. Ideological Aspects of Zhanibekov’s Translations. One of Zhanibekov’s hallmarks is his ability to embed his ideological worldview into his translations. By carefully selecting works that align with his cultural and philosophical ideals, Zhanibekov demonstrates a deliberate approach to shaping the reader’s understanding of foreign texts. For instance, in his translation of politically charged or socially critical works, Zhanibekov adapts the language and imagery to resonate with local audiences without compromising the author’s intent. Scholars like T. T. Sadykov have

highlighted how Zhanibekov's translations often reflect a focus on universal values such as justice and cultural integrity (Sadykov, 2015).

As an example, his translation of a classic Russian novel demonstrates his nuanced approach to balancing ideological fidelity with cultural adaptation. By contextualizing certain ideas within the Kazakh ethos, Zhanibekov ensured that the text remained relatable to his readers while preserving its original ideological depth.

3. Artistic Features in Zhanibekov's Translations. Zhanibekov's artistic originality lies in his ability to maintain the stylistic nuances of the original texts while making them accessible to readers in his linguistic and cultural context. His use of vivid imagery, rhythmic prose, and culturally resonant metaphors ensures that the artistic essence of the source text is preserved. For example, in his translation of Shakespearean sonnets, Zhanibekov utilized traditional Kazakh poetic forms, as noted by A. K. Zhanseitova (Zhanseitova, 2018). This adaptation not only preserved the lyrical beauty of the original but also made the text resonate with Kazakh audiences.

Furthermore, Zhanibekov's translation of works by Pushkin demonstrates his ability to capture the emotional depth and aesthetic quality of the original while incorporating elements of Kazakh oral literature. His use of idiomatic expressions and poetic devices native to the Kazakh language reflects his commitment to artistic originality.

4. The Impact of Zhanibekov's Translations. The significance of Zhanibekov's work extends beyond the realm of literary translation. His translations have played a vital role in fostering cultural exchange and broadening the horizons of his readers. By introducing foreign literary masterpieces through a lens that reflects local ideologies and artistic sensibilities, Zhanibekov contributes to the development of a more interconnected and empathetic global literary culture. Scholars like B. U. Beisenova emphasize that Zhanibekov's work has enriched Kazakh literature and inspired a new generation of translators (Beisenova, 2020).

Moreover, his translations serve as a means of preserving cultural identity. By infusing foreign works with Kazakh cultural and linguistic elements, Zhanibekov ensures that his translations function as both a bridge to global literature and a reflection of local heritage.

The ideological and artistic originality reflected in U. Zhanibekov's translations underscores his exceptional contribution to the field of translation. By intertwining his ideological insights with artistic mastery, Zhanibekov not only preserves the integrity of the original texts but also enriches the cultural and literary fabric of his own society. His work exemplifies the transformative potential of translation, bridging gaps between languages, cultures, and ideologies. Future research could delve deeper into specific examples of his translations to further illuminate his innovative techniques and enduring legacy.

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ӘӨЖ 81'23

THEORETICAL AND PRACTICAL CHALLENGES IN LITERARY TRANSLATION: A LINGUISTIC PERSPECTIVE

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Түйін

Көркем аударма – сөздерді бір тілден екінші тілге ауыстырумен шектелмейтін күрделі өнер. Ол мәдени алмасуды жеңілдетеді, адамзаттың ұжымдық жадына ықпал етеді және қоғамдар арасында тереңірек түсінуге ықпал етеді. Әдеби шығармаларды әртүрлі тілдерге аудару мәдени мұраны сақтау үшін өте маңызды, бірақ ол тілдік, мәдени және тарихи айырмашылықтардан туындайтын қиындықтарды да тудырады. Бұл еңбекте көркем аударманың күрделі мәселелері мен теория мен тәжірибеде кездесетін лингвистикалық мәселелер қарастырылады.

Түйін сөздер: көркем аударма, идиомалар, метафора, мәдени алмасу, тілдік айырмашылықтар, полисемия.

Аннотация

Литературный перевод - это сложное искусство, которое выходит за рамки простого перевода слов с одного языка на другой. Он способствует культурному обмену, внося вклад в коллективную память человечества и способствуя более глубокому взаимопониманию между обществами. Перевод литературных произведений на разные языки необходим для сохранения культурного наследия, но он также представляет трудности, вытекающие из языковых, культурных и исторических различий. В этой статье рассматриваются сложности литературного перевода и лингвистические проблемы, встречающиеся в теории и на практике.

Ключевые слова: литературный перевод, идиомы, метафора, культурный обмен, языковые различия, полисемия.

Literary translation is one of the most complex forms of translation, as it involves not only linguistic transformation but also the transmission of cultural and stylistic nuances. Unlike technical or business translation, which focuses primarily on accuracy and clarity, literary translation must preserve the artistic value and emotional impact of the original work. However, various linguistic, cultural, and stylistic differences between languages pose significant challenges for translators. This paper aims to analyze key linguistic problems in literary translation, with a particular focus on English-to-Russian translation.

This study is based on an analysis of existing literature on literary translation, including theoretical works by scholars such as Nabokov and Kozlov. Additionally, comparative analysis of translated texts has been conducted to identify common linguistic difficulties. The primary methods used in this research include:

1. Comparative linguistic analysis to examine grammatical, syntactic, and lexical differences between English and Russian.
2. Case studies of literary translations to highlight challenges in idioms, metaphors, and stylistic elements.
3. Survey of professional translators to understand practical difficulties in maintaining the authenticity of literary works.

The analysis identified several major linguistic problems in literary translation:

1. Linguistic Differences – English and Russian have fundamentally different grammatical structures, affecting word order, sentence construction, and meaning.
2. Cultural Nuances – Many idiomatic expressions and cultural references lack direct equivalents in the target language.
3. Wordplay and Puns – Translating wordplay requires creative adaptation, as direct translation often leads to loss of meaning.
4. Polysemy and False Friends – Many words have multiple meanings that vary depending on context, leading to potential misinterpretations.
5. Poetic and Stylistic Challenges – Literary texts rely on specific stylistic features that must be preserved to maintain the author's artistic intent.

The findings indicate that literary translation is a balancing act between faithfulness to the original text and adaptation for the target audience. While literal translation may preserve accuracy,

it often fails to capture the artistic essence of the original work. In contrast, a more interpretive approach allows the translator to convey the emotional and cultural impact of the text but may lead to deviations from the original meaning [1].

One of the most significant challenges in literary translation is the translation of metaphors and idioms. For example, English idioms such as "spill the beans" have no direct equivalent in Russian, requiring translators to find culturally appropriate alternatives. Additionally, poetic translation requires the preservation of rhyme, rhythm, and meter, which is often more difficult than translating prose.

Despite these challenges, successful literary translations demonstrate that a skilled translator can overcome linguistic barriers while preserving the essence of the original work. Examples of such translations include the Russian adaptations of Shakespeare's plays, which effectively capture both the poetic beauty and dramatic intensity of the originals.

Table 1. Translations include the Russian adaptations of Shakespeare's plays

Original Text	Translation 1	Translation 2	Issue	Commentary
Break the ice	Break the ice (literal)	Ease the tension	Idiom	The first translation is too literal, while the second conveys the intended meaning better.
A rolling stone gathers no moss	A rolling stone gathers no moss. (literal)	A person who does not settle down gains no stability.	Proverb	The literal translation loses meaning, while the second one provides a clearer interpretation.
To be or not to be, that is the question	To be or not to be that is the question.	To live or not to live that is the real question.	Semantic nuances	The first translation is classic, while the second brings out the philosophical meaning.
I'm on cloud nine!	I am on cloud nine! (literal)	I'm over the moon!	Idiom	The second version is more natural in English expressions of happiness.

The Difficulties of Literary. Translation Literary translation is far from a mechanical task of word-for-word conversion. Each word in a literary work holds significant semantic value, and the translator's responsibility is to maintain the author's intended meaning while adapting it for a new linguistic and cultural context. The challenge becomes more pronounced due to the inherent differences between languages, particularly between English and Russian. While both languages belong to the European family, they differ considerably in their grammatical structures, worldviews, and cultural backgrounds.

Key challenges in translating from English to Russian include:

Linguistic differences: Russian has a more complex grammatical structure, with cases, gender, and verb conjugation influencing sentence construction. The lack of articles in Russian and the different sentence structures add layers of complexity to translation.

Cultural nuances: Each language reflects its society's norms, values, and customs. An English idiom may not have a direct equivalent in Russian, and vice versa. Translators must decide whether to preserve the original expression or adapt it to ensure understanding in the target culture.

National idioms and phrasal verbs: English is rich in phrasal verbs, slang, and idiomatic expressions, which can often be challenging to translate into Russian. In many cases, translators must find a functional equivalent that carries the same connotations without losing meaning.

Wordplay and puns: Literary texts often contain wordplay, puns, or double meanings that rely

on the specific structure of the original language. For instance, English puns may not work in Russian due to differences in phonetics, structure, or cultural references.

Balancing literal translation and interpretive approaches: Translators must carefully balance faithfulness to the original text with the necessity of making the translation readable and relevant to the target audience [2].

Preserving style and era: A translator must also capture the author's unique style, tone, and voice while considering how the cultural and historical context of the original text should influence the translation.

False friends: Some words in English and Russian look similar but have different meanings. Translators must be vigilant to avoid mistakes that arise from these false cognates.

Polysemy: English often uses words with multiple meanings depending on context, making it necessary for translators to carefully consider how to preserve the word's intended sense in Russian.

For poetry, the challenges are even more pronounced, as translators must preserve the rhyme, rhythm, and meter while conveying the meaning and aesthetic quality of the original text.

Literary translation is a complex and nuanced art that requires more than just linguistic proficiency. Translators must possess a deep understanding of both the source and target cultures, as well as the ability to creatively adapt texts without distorting their meaning. The study highlights key linguistic challenges, including grammatical differences, cultural nuances, and the difficulty of translating idioms and metaphors. While achieving a perfect translation is impossible, careful consideration of linguistic and stylistic elements can help bridge the gap between languages and cultures [3].

Future research could explore innovative translation techniques, such as AI-assisted translation tools, to improve accuracy and efficiency while maintaining the artistic integrity of literary works.

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ӘӨЖ 81'23

CHALLENGES AND STRATEGIES IN TRANSLATING STYLISTIC ELEMENTS IN ENGLISH AND KAZAKH LITERATURE

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Түйін

Әдеби шығармаларды аудару – тек тіл білімін ғана емес, сонымен қатар түпнұсқа мәтіннің мәдени ерекшеліктері мен стильдік элементтерін терең түсінуді талап ететін күрделі тапсырма. Бұл мақала әдеби шығармалардың стильдік элементтерін аудару мәселелері мен тәсілдеріне арналады, оның ішінде ағылшын және қазақ әдебиеті. Аудармашылардың кездесетін негізгі қиындықтары бағаланып, мәтіннің семантикалық және эстетикалық әсерін сақтап қалу үшін мүмкін шешімдер ұсынылады. Зерттеу мәтіннің мазмұнын ғана емес, оның түрін де жеткізу үшін аудармада мәдениаралық бейімделу мен шығармашылық тәсілдің маңыздылығын айқындайды.

Кілт сөздер: аударма, стильдік элементтер, әдебиет, ағылшын әдебиеті, қазақ әдебиеті, мәдениаралық бейімделу, әдеби аударма.

Аннотация

Перевод литературных произведений – сложная задача, требующая не только лингвистических знаний, но и глубокого понимания культурных особенностей и стилистических элементов исходного текста. В данной статье рассматриваются вопросы и подходы, связанные с переводом стилистических элементов литературных произведений, с упором на английскую и

казахскую литературу. Оцениваются основные трудности, с которыми сталкиваются переводчики, и предлагаются возможные решения для сохранения смыслового и эстетического воздействия текста. В исследовании подчеркивается важность кросс-культурной адаптации и творческого подхода при переводе для передачи не только содержания, но и формы литературного произведения.

Ключевые слова: перевод, стилистические элементы, литература, английская литература, казахская литература, кросс-культурная адаптация, литературный перевод.

The translation of literary works is not only about transferring meaning from one language to another but also a complex process of preserving the stylistic elements of the original text. Special attention must be paid to translation while considering the cultural, linguistic, and stylistic differences between languages, in this case, between English and Kazakh. The relevance of this study is due to the fact that translating literary works while retaining all stylistic features is one of the most challenging tasks in translation studies [1].

To date, a significant amount of research has been dedicated to the translation of literary works, but the study of stylistic element translation in the context of English and Kazakh literature remains relatively underdeveloped. The importance of this study lies in identifying the key difficulties faced by translators, as well as proposing approaches that will preserve the original stylistic expressiveness of the text [2].

The aim of the study is to analyze the specifics of translating stylistic elements in English and Kazakh literary works, to identify the problems arising in the translation process, and to develop approaches that will help preserve the original stylistic expressiveness of the text.

For this study, a combination of research methods was used to provide a comprehensive and in-depth analysis of the translation of stylistic elements in English and Kazakh literary works.

Content Analysis. This method was used to analyze various stylistic elements, such as metaphors, idioms, rhyme, irony, and cultural contexts in the original texts of Shakespeare's works, Auezov's works, and other authors. Content analysis allowed us to identify key stylistic features that influence how a text is perceived in the target language. Based on this analysis, further work was done to identify translation problems [3].

5. *Comparative Analysis.* To understand how various stylistic elements were translated, a comparative analysis of the original texts and their translations was carried out. Works such as *Hamlet* and *Sonnet 18* by Shakespeare were compared with their Kazakh translations, and the text of Mukhtar Auezov's *The Path of Abai* was also analyzed. This comparison helped reveal the elements that are lost in translation and the methods used by translators to adapt them [4].

6. *Case Study Method.* The case study method involved a detailed examination of specific episodes from the works. We looked at not only individual phrases but also entire scenes or chapters to see how differences in culture, language, and perception affect the overall style of translation [5, p. 25]. For example, the analysis of metaphors in *Hamlet* or philosophical concepts in *The Path of Abai* provided a deeper understanding of the complexities involved in translation.

7. *Interpretive Method.* An important part of the study was the interpretive method, which was used to analyze the depth of meanings embedded in the text and identify nuances that may have been lost or distorted in translation (Holmes, 2000). This is particularly important for works that are rich in cultural context, such as in Kazakh literature, where philosophical and cultural concepts often have unique expressions in the language.

8. *Method of Translation with Explanations and Adaptations*. In this approach, attention was given to how translators use additional explanations or adapt texts to preserve cultural contexts. This also applies to the translation of texts that include references to folklore, mythology, or national traditions, as seen in Shakespeare's and Auezo's works [6].

The materials for this research included both the original texts of the works and their translations into Kazakh and English. Theoretical literature on translation theory was also used to support the empirical data with theoretical concepts.

The study revealed several key problems that arise in the translation of stylistic elements in literary works, particularly when translating between English and Kazakh. The translation process is

inherently complex, and stylistic elements such as metaphors, idioms, humor, irony, and poetic structures often pose significant challenges. These stylistic elements are deeply rooted in the cultural and linguistic contexts of both languages, and maintaining the integrity of these elements in translation requires creative approaches and careful consideration.

To better understand the challenges faced by translators, a comprehensive table was created that analyzes different translation difficulties with specific examples from the works of Shakespeare and Auezov. The table provides a comparison of the original text, the translated version, and an evaluation of how the stylistic elements were preserved or adapted. The examples illustrate how the cultural and linguistic differences between English and Kazakh influence the translation of metaphors, idioms, humor, and poetry.

6. Metaphors and Idiomatic Expressions: Translating metaphors and idioms often presents a challenge, as these expressions are culturally and contextually specific. For example, in Shakespeare's *Hamlet*, the phrase *"slings and arrows of outrageous fortune"* is an intricate metaphor that refers to life's hardships. The literal translation into Kazakh, *"қиындықтың ауыр сынықтары мен оқтары"* (the heavy shards and arrows of hardship), captures the essence but lacks the philosophical weight of the original. Translators have to choose between using direct equivalents or adapting the metaphor to make it more understandable for the target audience.

7. Cultural Context and Lexical Differences: Lexical choices in the translation of culturally significant terms, such as those used in Kazakh literature, present difficulties. In Auezov's *The Path of Abai*, certain terms like *"жылқы"* (horse) or *"бұлақ"* (spring) are deeply symbolic and carry cultural weight, but these terms do not have the same depth in English. The translator often resorts to footnotes or glossaries to explain the full significance of these terms, though this can disrupt the flow of the narrative.

8. Humor and Irony: Humor and irony are notoriously difficult to translate, as they are closely tied to specific cultural contexts. In Shakespeare's *A Midsummer Night's Dream*, the line *"Lord, what fools these mortals be!"* captures the essence of human folly, but the irony may not translate well into Kazakh. The phrase in Kazakh, *"Құдайым-ау, қандай ақымақтар мына адамдар!"* (My God, what fools these people are!), may miss the intended irony and humor, which can make the translation less impactful. Translators sometimes face the dilemma of adapting the humor to make it more relatable to the target audience or providing additional context through footnotes.

9. Poetic Structures: Poetic texts present additional challenges due to the importance of rhyme, meter, and rhythm in creating the emotional impact of the work. Shakespeare's sonnets, such as *Sonnet 18*, rely on specific rhyme schemes and meter to deliver a certain aesthetic and rhythm. Translating these elements into Kazakh often requires compromises. The Kazakh translation of *"Shall I compare thee to a summer's day?"* as *"Жазғы күнмен сені салыстырайын ба?"* preserves the meaning but loses the rhyme and meter that give the English version its musicality. This issue of preserving the structure of poetry remains one of the most significant challenges in literary translation.

10. Tone and Style Preservation: The preservation of the original tone and style is another major issue in literary translation. In Auezov's *The Path of Abai*, the tone is deeply reflective and philosophical, which requires careful handling in translation to ensure that the subtle nuances are not lost. For instance, the reflective and contemplative nature of the original text may be diminished in the English translation, where the language is often more direct and straightforward. To maintain the tone, translators must be attuned to the stylistic nuances of both languages and cultures and work to replicate the reflective quality of the original text in the target language.

Table 1. Illustrative Table of Translation Challenges

Stylistic Element	**Example from Shakespeare**	**Example from Auezov**	**Translation Issue**	**Translation Strategy**
Met	*"Slings*	*"Өмірдің*	Loss of	Use of direct

aphor	*and arrows of outrageous fortune"*	*сынақтары мен қиындығы"* (trials and hardships of life)	emotional depth and philosophical weight	equivalence with cultural adaptation
Cultural Lexicon	*"King Lear's knights"*	*"Абайдың даналықтары"* (Abai's wisdom)	Loss of cultural richness in translation	Footnotes and explanations to bridge cultural gaps
Humor and Irony	*"Lord, what fools these mortals be!"*	*"Құдайым-ау, қандай ақымақтар мына адамдар!"* (My God, what fools these people are!)	Loss of irony and humor	Adaptation or creative translation of humor to fit context
Poetic Structure	*"Shall I compare thee to a summer's day?"*	*"Жазғы күнмен сені салыстырайын ба?"* (Shall I compare you to a summer day?)	Loss of rhyme and rhythm in translation	Adjusting structure, approximating rhymes
Tone and Style	*"To be or not to be, that is the question"*	*"Өмір мен өлімнің арасында таңдау жасау"* (Choosing between life and death)	Loss of reflective tone and subtlety in translation	Creative adaptation, maintaining reflective quality

Discussion

The analysis of the translation of stylistic elements shows that translating literary works between English and Kazakh involves several significant challenges, arising from both linguistic and cultural differences.

5. Linguistic Differences. The English and Kazakh languages have completely different grammatical structures, which makes direct translation challenging. For example, English words consisting of a single root may have multiple meanings depending on the context, whereas in Kazakh, these meanings may be expressed through different lexemes. At the same time, Kazakh has features such as agglutination, which affects the choice of translation and may result in a loss of original expressiveness.

Example: In Shakespeare's *Hamlet*, we encounter metaphors and idioms that lose their metaphorical richness in the Kazakh translation. For example, the phrase *"slings and arrows of outrageous fortune"* becomes *"қиындықтың ауыр сынықтары мен оқтары"*, which requires adaptation to retain the metaphorical depth.

6. Cultural Differences. Cultural differences between the English-speaking and Kazakh-speaking worlds undoubtedly affect how the text is perceived. English works often contain references to Western philosophy, literature, and everyday life, which may be incomprehensible to Kazakh readers without appropriate explanations. Similarly, Kazakh works may include elements related to Islamic culture, steppe traditions, and folklore, which can be difficult for English-speaking readers to understand. Example: In Auezov's *The Path of Abai*, themes related to Kazakh worldview, such as spiritual development and collective morality, are discussed. When these themes are translated into English, there is often a problem conveying meanings deeply rooted in Kazakh culture. For example, the phrase *"өзіңді түсіну"* (self-realization) may require additional explanations to help the English-speaking reader understand its profound philosophical context rooted in Kazakh thought.

7. Challenges with Rhyme and Poetic Structure. Shakespeare's works, such as the sonnets, are known for their strict adherence to rhyme schemes. Translating rhyme and rhythm into another language, particularly Kazakh, requires not only knowledge of the language but also a sense of the language's musicality to preserve the harmony and poetic quality. This is particularly important for texts where rhyme plays a substantial role in the aesthetic experience of the text.

Example: In Shakespeare's sonnets, rhyme has not only aesthetic value but also helps emphasize meaning. For instance, the phrase *"Shall I compare thee to a summer's day?"* loses its

musicality in the Kazakh translation, where the rhyme may not be preserved without losing meaning. The translator must be creative in balancing meaning and form.

8. Preserving the Original Style. In some cases, translations lose the style of the original due to cultural differences or difficulties in finding equivalents in the target language. For example, Shakespeare's works contain many complex metaphors and ironic expressions that may be difficult to understand without a deep knowledge of the cultural and historical contexts. Similarly, Kazakh works may contain elements of folklore and oral tradition that are difficult to convey in another language [7].

Example: Irony and sarcasm in Shakespeare's *A Midsummer Night's Dream* lose their subtlety in Kazakh translation, as ironic expressions may not be perceived the same way in both cultures. This presents a challenge for translators to preserve wit and sarcasm while considering cultural differences.

This study has shown that translating stylistic elements of literary works between English and Kazakh is fraught with many problems, such as lexical differences, cultural barriers, and challenges with preserving rhyme and poetic structure. The main difficulties include the loss of metaphorical depth, the fading of irony, difficulties with adapting philosophical and cultural concepts, and problems with maintaining poetic form.

However, there are various approaches and methods to overcome these challenges. Translators should use creative adaptations, extended context, and, when necessary, annotations to preserve both the meaning and form of the original. It is important that the translation conveys not only the content but also the artistic value of the work, which is only possible with a deep understanding of both the source and target languages and their cultural contexts.

Thus, literary translation is not simply a matter of substituting words from one language to another but a complex process of cross-cultural communication that requires attention to both lexical and stylistic, cultural, and emotional aspects of the original work.

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UDC 81'23

ЖАСАНДЫ ИНТЕЛЛЕКТ: ҚАРЫМ-ҚАТЫНАСТЫ ЖЕТІЛДІРУДІҢ ҚҰРАЛЫ

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Жетекшісі: Алимова Куралай Даулетовна «Зияткер-Білім» мектебінің ағылшын тілі пәні мұғалімі

Резюме

В статье исследуется роль искусственного интеллекта (ИИ) в улучшении межличностных отношений. Развитие информационных технологий изменило способы общения, сделав важным установление взаимопонимания в цифровой среде. ИИ стал одним из ключевых инструментов коммуникации, особенно в преодолении языковых барьеров: переводческие системы позволяют людям, говорящим на разных языках, эффективно взаимодействовать. Также ИИ способен распознавать эмоции, что важно в психологической поддержке, клиентском сервисе и онлайн-обучении. Люди с ограниченными возможностями, например, с нарушениями речи или слуха, могут с

его помощью легче общаться. Виртуальные помощники и чат-боты упрощают повседневные разговоры, экономя время и ресурсы.

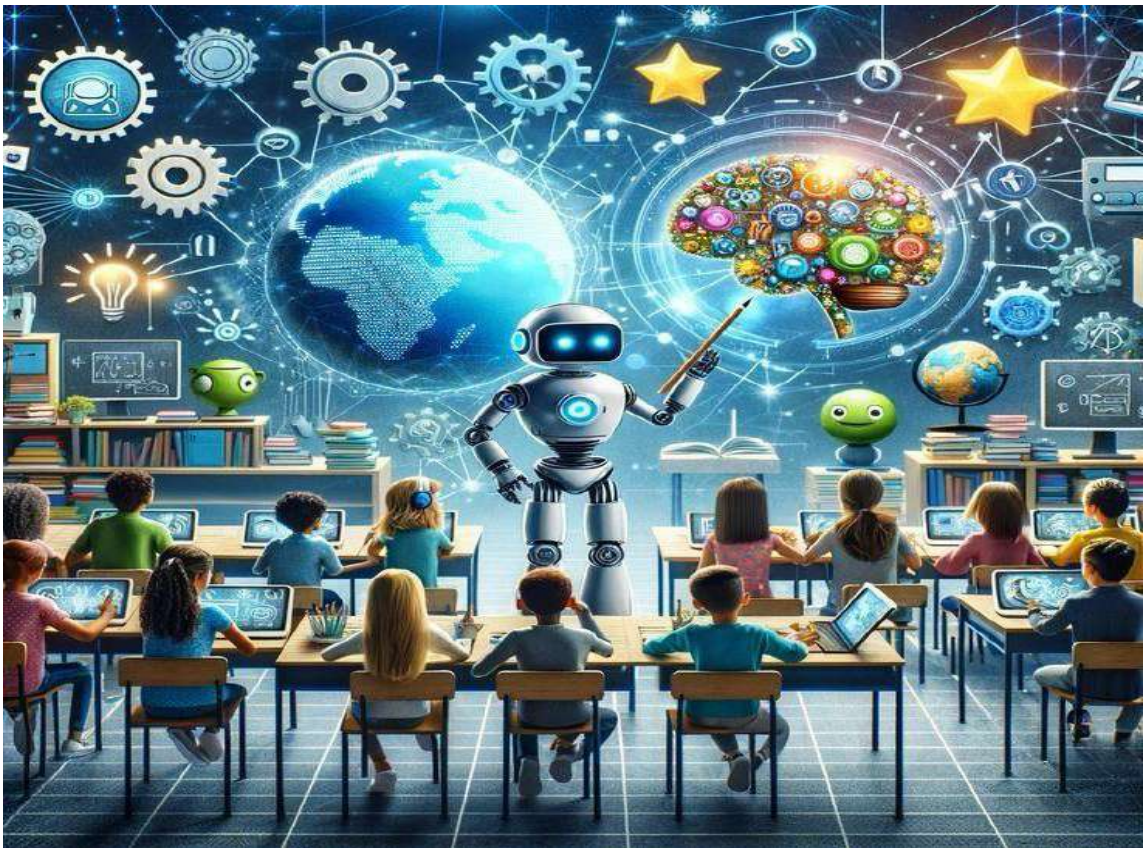
Ключевые слова: искусственный интеллект, коммуникация, межличностные отношения, языковой барьер, инклюзия

Annotation

This article explores the role and significance of artificial intelligence (AI) in enhancing interpersonal relationships. As information technology evolves, communication methods have shifted, creating a need for mutual understanding in the digital space. AI has become a key communication tool, particularly in overcoming language barriers—translation systems enable speakers of different languages to interact easily. Moreover, AI can now recognize and respond to human emotions, which is vital in psychological support, customer service, and online education. It also empowers people with disabilities, such as those with speech or hearing impairments, to communicate more freely. Virtual assistants and chatbots further simplify everyday conversations, saving time and effort.

Keywords: artificial intelligence, communication, interpersonal relationships, language barrier, inclusion

XXI ғасыр – технологиялық прогресс пен ақпараттық революция дәуірі. Адамдардың күнделікті өмірінде, жұмыс әдістерінде, қарым-қатынас формаларында елеулі өзгерістер орын алуда. Бұл өзгерістердің эпицентрінде жасанды интеллект (AI) тұр. Көптеген адамдар AI-ны тек роботтар мен интеллектуалды машиналармен байланыстырса да, оның әсері әлдеқайда кең және тереңірек. Бүгінгі таңда жасанды интеллект адамдардың қарым-қатынасын жеңілдететін, жетілдіретін, кейде тіпті түрлендіретін құрал ретінде маңызды рөл атқарады. Бұл мақалада AI-ның коммуникация саласына әсері, оның артықшылықтары мен кемшіліктері және нақты мысалдар арқылы болашақ мүмкіндіктері талданады. [1]



Жасанды интеллект дегеніміз не?

Жасанды интеллект - адам миының белгілі бір функцияларын модельдеуге қабілетті компьютерлік жүйелер немесе бағдарламалар жиынтығы. Олар үлкен көлемдегі ақпаратты талдай алады, шешім қабылдай алады, үйренеді және кейбір жағдайларда адамдармен табиғи тілде сөйлесе алады. ChatGPT, Siri, Alexa және Google Assistant сияқты бағдарламалар айқын

мысалдар.

Бастапқыда AI негізінен өндіріс, логистика, медицина және қаржы секторы сияқты нақты секторларда қолданылды. Дегенмен, соңғы жылдары адамдардың қарым-қатынас процесі де тереңірек зерттеле бастады. Бұл технология мен адамзат арасындағы қарым-қатынастың жаңа дәуірін білдіреді. [2]

1. AI тілдік кедергілерді жояды және халықаралық қарым-қатынасты жеңілдетеді

Жер бетінде 7000-нан астам тіл бар. Бұл адамдардың қарым-қатынасына үлкен кедергі болып табылады. Дегенмен, AI-мен жұмыс істейтін аударма жүйелері бұл мәселені шешуге көмектеседі. Мысалы:

Google Translate және DeepL сияқты жүйелер дәл, жоғары сапалы аудармалар жасай алады.

Халықаралық кездесулер мен конференцияларда ілеспе аударма технологиялары (мысалы, сөйлеуді бір тілден екінші тілге лезде аудару) қолданылады. • Жазбаша және ауызша аудармаларды автоматтандыру: Бұл халықаралық бизнесті жүргізуге және шетелдік студенттермен, әріптестермен және серіктестермен байланысуға мүмкіндік береді.

Бұл технологиялар адамдар арасындағы түсіністікті жақсартады және мәдени алшақтықтарды көпір етеді. Нәтижесінде дүние жүзінде өзара сенім мен ынтымақтастық нығая түседі.

2. Әлеуметтік медиа мен желілік коммуникациядағы AI рөлі

Бүгінгі таңда әлеуметтік желілер адамдардың бір-бірімен қарым-қатынас жасауының негізгі тәсілдерінің бірі болып табылады. Бұл платформада AI да маңызды рөл атқарады:

Жекелендірілген мазмұнды ұсыну алгоритмдері (мысалы, TikTok, Instagram, YouTube): AI әрбір пайдаланушының қызығушылықтарына негізделген мазмұнды ұсынады. Бұл адамдарға ұқсас мүдделері бар басқа адамдармен байланысуға көмектеседі. [3]

Чатботтар және виртуалды көмекшілер: Бизнес тұтынушылармен қарым-қатынас орнату үшін чатботтарды пайдаланады. Бұл жедел көмек көрсетуге мүмкіндік береді және тұтынушылардың сенімін арттырады. • Спам және теріс пікірлерді анықтау: AI зиянды мазмұнды сүзіп, желідегі сөйлесулерді азаматтық және қауіпсіз етеді.

Осылайша, AI әлеуметтік медиадағы интерактивтілікті арттырады және виртуалды ортада жоғары сапалы диалог пен өзара түсіністікті қамтамасыз етеді.

3. Ерекше қажеттіліктері бар адамдармен қарым-қатынасты жеңілдету

AI технологиялары ерекше қажеттіліктері бар адамдарға қоғаммен толық араласуға көмектеседі:

Көру қабілеті бұзылған адамдар ақпаратты мәтінді дауыстап оқитын құрылғылар арқылы ала алады.

Есту қабілеті бұзылған адамдар үшін дыбысты мәтінге автоматты түрлендіру үшін қолданбалар жасалды.

Аутизмі немесе сөйлеу тілі бұзылған балаларға арналған интерактивті бағдарламалар да бар. Олар AI көмегімен қарым-қатынас жасауды және өз ойын еркін жеткізуді үйренеді.

Бұл жай ғана техникалық мәселе емес, сонымен қатар инклюзивті қоғам құру жолындағы үлкен қадам. [4]

4. АИ және білім берудегі мұғалім мен оқушы қарым-қатынасы

Қарым-қатынас - бұл жеке әңгіме ғана емес, сонымен қатар білім мен тәжірибе алмасу процесі. Білім беруде AI:

Жеке оқу жолын жасауға мүмкіндік береді. Кейбір платформалар студенттердің деңгейіне негізделген жаттығулар мен материалдарды автоматты түрде ұсынады (мысалы, Khan Academy, Coursera).

Тіл үйрену қолданбалары (Duolingo, Elsa) тілдік қарым-қатынасты дамытуда таптырмас көмекші болып табылады.

Сандық мұғалімдер немесе AI жүйелері студенттердің сұрақтарына нақты және жылдам жауап бере алады - олар білім беруді жекелендіреді және мұғалімдер мен студенттер арасындағы байланысты нығайтады.

Мұндай жүйелер оқушылардың қызығушылығын арттырып, қарым-қатынасқа деген ашықтығын арттырады.

5. AI басқаратын эмоционалды интеллект және мейірімділік

Кейбір AI жүйелері адамдардың эмоцияларын дауыс ырғағы, мимика және мәтін мазмұны негізінде анықтай алады. Бұл психология және коммуникация салаларындағы үлкен серпіліс.

Мысалы:

Эмоцияларды тану AI жүйелері: Олар адамдардың эмоцияларын бақылайды және соған сәйкес әрекет етеді.

Психологиялық қолдау көрсететін чатботтар (мысалы, Wysa, Woebot) – адамдармен сөйлесіп, олар қиын жағдайда болған кезде қолдау көрсетеді.

Достық қарым-қатынасты имитациялау – кейбір AI құралдары сөйлесулерде ренжітетін немесе ашуланатын сөздерді қолданбауға тырысады.

Осының бәрі қарым-қатынас мәдениетін, сыпайылық пен түсіністікті дамытуға ықпал етеді.

6. Жасанды интеллекттің теріс әсерлері: шынайы өмірлік байланыстардың төмендеуі

AI арқасында байланыс жеңілдетілгенімен, кейбір жағдайларда адамдар арасындағы тікелей байланыс азаюы мүмкін. Бұл келесі салдарға әкелуі мүмкін:

Эмоционалды оқшаулану: адам виртуалды әлемге тәуелді болады және шынайы өмірлік байланыстардан алшақтайды.

Жалған ақпарат және теріс манипуляция: Кейбір AI жүйелері жалған профильдер жасап, сенімге нұқсан келтіруі мүмкін.

Бетпе-бет қарым-қатынастан бас тарту шынайы эмоцияларды, қимылдарды және сезімдерді жеткізуді қиындатады.

Сондықтан, АИ-ді коммуникация құралы ретінде пайдаланған кезде, оның адам жылуы мен жанды диалогты толығымен алмастыра алмайтынын есте ұстаған жөн.

7. Болашақ мүмкіндіктер

Алдағы жылдары интеллект коммуникация саласында келесі бағыттар бойынша дамиды:

Жеке көмекшілер – әрбір адамның әдеттері мен жеке ерекшеліктеріне бейімделетін жеке көмекшілер. • Жасанды интеллектпен жұмыс істейтін виртуалды достар – өзін жалғыз сезінетін адамдарға психологиялық қолдау көрсететін жүйелер. • Адамдар мен машиналар арасындағы табиғи тілдегі қарым-қатынас сапасын жақсарту: түсіну, әзілдесу және эмоционалды әрекет ету қабілеттерін дамыту.

Мәдениетаралық байланысты тереңдету: AI әр ұлттың әдет-ғұрпы мен дәстүрін ескере отырып, түсініспеушіліктерді азайта алады. [5]

Бұл мүмкіндіктер халықтар арасындағы келісім мен өзара түсіністіктің артуына ықпал етеді.

Жасанды интеллект қазіргі қоғамдағы ең өзекті және жаңа технологиялардың бірі болып табылады. Ол тек техникалық прогресс пен автоматтандырудың өнімі ғана емес, адамзаттың күнделікті өміріне, оның ойлау тәсіліне, қарым-қатынас мәдениетіне қатты әсер ететін күшке айналды. Бүгінгі таңда жасанды интеллект адамдар арасындағы өзара түсіністікті нығайтудың, коммуникациялық кедергілерді жоюдың, мәдени және әлеуметтік алшақтықтарды жоюдың маңызды құралы ретінде пайдаланылады.

Қарым-қатынас – адамның әлеуметтік тіршілік иесі ретіндегі маңызды қажеттіліктерінің бірі. Адам тек биологиялық тіршілік иесі емес, сонымен бірге қоғаммен байланыста ойланып, сезіне алатын, өмір сүре алатын рухани жан. Осы тұрғыдан алғанда, кез келген технологияның, соның ішінде АИ-нің басты мақсаты адам өмірін жеңілдету ғана емес, сонымен бірге оның рухани және әлеуметтік дамуына жағдай жасау болып табылады.

Жасанды интеллекттің заманауи түрлері тілдік кедергілерді жойып, дүние жүзіндегі адамдарға еркін сөйлесуге мүмкіндік берді. Бір кездері өзгенің тілінде сөйлемейтін адамдар арасында түсіністік орнату мүмкін еместей көрінсе, бүгінде бұл мәселені санаулы

секундтарда шешуге болады. Сонымен қатар, ерекше қажеттіліктері бар адамдар АИ көмегімен қоғаммен тең дәрежеде байланыса алады. Бұл адам құқықтары мен инклюзивтілікті ілгерілетудің нағыз үлгісі.

Әлеуметтік желілердегі және мессенджерлердегі AI құралдары қарым-қатынасты жеңілдетіп қана қоймайды, сонымен қатар оны тиімдірек және мағыналы етеді. Интеллектуалды алгоритмдер адамның қызығушылықтары мен тұлғасына бейімделіп, оларға қажетті ақпаратты, пікірлес адамдарды немесе қызықты ортаны ұсына алады. Бұл инновациялық мүмкіндіктер заманауи адамдардың әлеуметтік өмірін жаңа бағытқа алып келеді.

Дегенмен, AI артықшылықтарымен қатар оның кемшіліктері де бар екенін атап өткен жөн. Адамдар шынайы өмірдегі өзара әрекеттесудің орнына виртуалды жүйелерге тым тәуелді болуы мүмкін. Бұл жалғыздықтың, эмоционалдық салқындықтың және әлеуметтік оқшауланудың күшеюіне әкелетін факторлар. Сонымен қатар, AI жүйелері кейде жалған ақпаратты таратуы немесе адамдар арасында түсінбеушілік тудыруы мүмкін. Сондықтан АИ-ді шамадан тыс пайдалану қаупі - бұл бөлек мәселе.

Ең бастысы, технологияны басқара білу. AI адамдарға қызмет етуі керек, керісінше емес. Технология адамзат игілігі үшін, қарым-қатынастарды дамыту және тереңдету үшін пайдаланылғанда ғана ол шынайы пайда әкеледі. Бұл тұрғыда қоғамның барлық мүшелері, әсіресе жас ұрпақ AI-ны жауапкершілікпен, сыни ойлау қабілеті мен адами көзқараспен пайдалана білуі керек.

Жасанды интеллект шынайы сезімдерді алмастыра алмайды. Адалдық, сенім, жанашырлық, сүйіспеншілік: мұның бәрі адам жүрегінен ғана пайда болатын қасиеттер. Технология оларды тек бейнелейді және имитациялай алады, бірақ оларды шынымен сезіне алмайды. Сондықтан, AI-ны пайдаланған кезде адами болмысымызды ұмытпауымыз керек. Тек технологияға сүйенбей, адам рухын сақтау – болашақтың кепілі.

Қорытындылай келе, жасанды интеллект қазіргі және болашақ қоғамда маңызды рөл атқаратыны сөзсіз. Ол қарым-қатынасты жеңілдетеді, ақпарат алмасуды тездетеді және адамдар арасындағы шекараны жояды. Дегенмен, осы мүмкіндіктермен қатар оның шектеулерін де ұмытпау керек. Ең бастысы - AI мен адамдар арасындағы тепе-теңдік. Егер адамдар өзінің болмысын, құндылықтарын және рухани негізін жоғалтпай, AI-ны дұрыс бағытта қолданатын болса, онда бұл технология адамзат өркениетінің шынайы серіктесіне айналады.

Адамдар мен AI арасындағы тиімді серіктестік тек техникалық жетістік емес, сонымен қатар моральдық, әлеуметтік және рухани үйлесімділікке жету жолы болып табылады. Болашақ осы серіктестіктің сапасымен, адамзаттың даналығы мен парасаттылығымен айқындалады.

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UDC 81'23

COMMUNICATING WITH THE SOUL IMPROVING COMMUNICATION

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Резюме

В статье рассматривается роль технологий искусственного интеллекта (ИИ) в улучшении коммуникации. Чат-боты, виртуальные помощники и системы перевода на основе ИИ делают общение более эффективным, устраняя языковые и культурные барьеры. Эти технологии способствуют взаимопониманию и своевременной передаче информации. Также анализируется использование ИИ в образовании и на рабочем месте: редактирование видеоконтента, виртуальные встречи и персонализация обучения. ИИ трансформирует различные отрасли, ускоряя обмен данными и улучшая процессы. В будущем ИИ откроет новые возможности в коммуникации, особенно в многоязычных обществах. Хотя он не заменяет человека, ИИ значительно повышает качество взаимодействия.

Ключевые слова: коммуникация, искусственный интеллект, отношения, социальная сеть, образование и обучение.

Түйін

Бұл мақалада байланыс пен коммуникацияны жақсартудағы жасанды интеллект (ЖИ) технологияларының маңызы қарастырылады. Чат-боттар мен виртуалды көмекшілер ақпарат алмасуды жеңілдетіп, тілдік және мәдени кедергілерді жоюға көмектеседі. ЖИ технологиялары өзара түсіністік пен ақпаратты уақтылы жеткізудің тиімділігін арттырады. Мақалада ЖИ-дің жұмыс орнында және білім беруде қолданылуы, сонымен қатар бейнемазмұнды өңдеу, виртуалды кездесулер мен жекелендірілген ақпарат беру сияқты жаңа тәсілдер талданады. ЖИ платформалары оқыту мен кәсіби дамуды оңтайландырып, түрлі салаларда тиімділікті арттырады. Болашақта бұл технологиялар көптілді қоғамдарда байланысты одан әрі жақсартып, сапалы өзара әрекеттесуге жол ашады.

Кілт сөздер: коммуникация, жасанды интеллект, қарым-қатынас, әлеуметтік желі, білім және оқыту.

Artificial intelligence (AI) is becoming an important component of modern communications. These technologies greatly simplify and take the process of information exchange and communication to a new level. Tools, especially chatbots and virtual assistants, help to increase the speed and efficiency of communication between people. In addition, artificial intelligence technologies can eliminate barriers between different languages and cultures, ensuring timely delivery of information. Artificial intelligence has become widely used in the field of communications, and its influence is being observed in various fields. [1] For example, in enterprises and educational institutions, AI-based tools can automate work, speed up information processing, and offer solutions tailored to individual needs. In addition, AI emotional intelligence platforms are being used to develop systems for understanding people's feelings and responding to them correctly. Thus, AI improves the quality of communication and increases efficiency. The importance of artificial intelligence technologies for taking relationships to a new level is especially noticeable in multilingual and multicultural societies. Analyzing these opportunities, we will look at how artificial intelligence contributes to the communication process, its effectiveness and how it will develop in the future.[2]

1. Customer Interaction In today's world, many companies offer their services through online systems, and in this context, artificial intelligence plays an important role in improving customer interaction. Chatbots and virtual assistants help you quickly respond to user requests and solve their problems without waiting for a live operator. These systems provide round-the-clock access, improve customer service, and increase customer satisfaction. Using artificial intelligence, companies can automate many processes, such as processing requests, providing information, and accompanying customers at all stages of their interaction with a product or service. This allows you to save time and resources, as well as make the service more personalized and accessible.

2. Automatic information processing Artificial intelligence systems have unique capabilities

for processing and analyzing large amounts of data. In modern conditions, when the volume of information is constantly growing, AI helps organizations quickly analyze revenue data, identify key trends and make accurate forecasts. Automatic information processing allows you to significantly speed up decision-making and increase the efficiency of work processes. Organizations can optimize internal processes, reducing costs and increasing productivity. For example, in the field of marketing, AI helps analyze consumer behavior, determine preferences, and predict demand, making advertising campaigns more targeted and effective. [3]

Multimodal communication One of the most important achievements of artificial intelligence is the ability to edit not only text information, but also images, sounds and videos. This opens up new horizons for multimodal communication, which allows for a more complete and effective exchange of information. For example, in the field of video conferencing or online meetings, AI can extract important data in real time and automatically decode speech. This greatly simplifies work processes, improves interaction between participants, and allows for the most efficient use of all resources. Multimodal tools such as automatic translation of images and videos can increase the availability of information and make communication more intense.

1. Education and training Artificial intelligence has a huge impact on education and training. Artificial intelligence systems help to personalize the learning process and adapt it to the individual needs of each student. Virtual teachers, intelligent educators, and adaptive learning platforms make learning accessible, effective, and fun. AI analyzes a student's academic performance, identifies weaknesses, and provides additional materials needed to improve their knowledge. This approach helps students learn the material more effectively, and teachers better evaluate student success. [4]

2. Problems and dangers faced when communicating with artificial intelligence Despite the many advantages of using artificial intelligence in communication, it is necessary to take into account a number of difficulties and dangers that may arise during its use.One of the main problems is the protection of personal data.Artificial intelelligence systems process a lot of confidential information that requires careful data protection and security

Violation of privacy can lead to leaks of personal data and serious consequences for users. In addition, there is the ethical issue of using artificial intelligence artificial intelligence handles a lot of confidential information for manipulation. For example, in social media and advertising campaigns, artificial intelligence can be used to develop manipulative strategies that influence people's behavior. This requires strict regulation and control over how artificial intelligence is used in such areas. Another difficulty is the interaction of a person with a machine. Although artificial intelligence is able to mimic human emotions and behavior, it cannot always accurately explain specific emotions or a specific situation. This can lead to misunderstandings and mistakes in a relationship, especially regarding difficult or sensitive topics. [5]

In conclusion, artificial intelligence plays a key role in improving communication and information exchange. These technologies significantly speed up the interaction processes, making communication more accessible and personalized. Artificial intelligence tools such as chatbots, virtual assistants, and automated data processing systems can help educational enterprises and organizations improve service quality, improve work efficiency, and make communication more flexible. Multimodal technologies such as image and sound processing open up new possibilities for integrating different forms of communication by improving interaction at different levels. However, the use of artificial intelligence in the field of communication comes with certain risks and challenges. One of the main problems is the protection of personal data, as artificial intelligence systems process a lot of confidential information. Strict security measures are necessary to protect data and ensure its confidentiality. In addition, ethical issues related to the use of artificial intelligence for social manipulation and influence require special attention when developing standards governing these technologies. The complexity of human-machine interaction should also be taken into account, since artificial intelligence cannot fully mimic human emotions and intuition, which can lead to misunderstandings and mistakes in relationships. In order to use artificial intelligence technologies effectively and safely, it is necessary to continue their development taking these problems into account. Regulation and ethical standards, the creation of secure data

processing systems, and improved human-machine interaction can help reduce risks and improve the use of AI in communications. In the future, AI promises significant progress in improving the way information is transmitted and exchanged, but this requires proper control and responsibility for its use.

Scholar – https://scholar.google.com The most popular tool for finding scientific articles and research.

PubMed – https://pubmed.ncbi.nlm.nih.gov It helps to find research and articles in the field of biology and medicine.

arXiv – https://arxiv.org A freely available database of published research in physics, mathematics, computer science, and other fields.

ResearchGate – https://www.researchgate.net A social network between scientists and researchers where you can find scientific papers.

ScienceDirect – https://www.sciencedirect.com Full texts of research in scientific journal.

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UDC 811.111

STYLISTIC ANALYSIS OF KAZAKH AND ENGLISH WRITTEN ADVERTISEMENTS

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Түйін

Бұл мақалада қазақ және ағылшын тілдеріндегі жазбаша жарнамалардағы стильдік ерекшеліктер талданады. Дикция, синтаксис, риторикалық құралдар және мәдени сілтемелер сияқты стильдік таңдаулар екі тілдегі жарнамалық дискурсты қалай қалыптастыратынын талдау үшін салыстырмалы тәсіл қолданылады. Сандық және баспа ақпарат құралдарының түпнұсқалық жарнамаларын пайдалану арқылы талдаудың сапалы әдісі қолданылады. Нәтижелер тілдік құрылымдар мен әлеуметтік-мәдени нормаларға негізделген стилистикалық стратегиялардағы елеулі айырмашылықтарды көрсетеді. Зерттеу мәдениетаралық қарым-қатынас үлгілерін және тұтынушылардың қабылдауын қалыптастырудағы тілдің рөлін көрсету арқылы қолданбалы лингвистикаға үлес қосады. Ол сондай-ақ Қазақстан сияқты көптілді және көп мәдениетті орталарда жұмыс істейтін маркетологтар, лингвистер және педагогтар үшін практикалық әсерлер ұсынады.

Кілт сөздер: стилистикалық талдау, жарнама дискурсы, код ауыстыру, мәдени тілдік ерекшеліктер, салыстырмалы жарнама зерттеуі

Резюме

В этой статье анализируются стилистические особенности письменной рекламы на казахском и английском языках. Сравнительный подход используется для анализа того, как стилистические решения, такие как дикция, синтаксис, риторические приемы и культурные ссылки, формируют рекламный дискурс на обоих языках. Качественный метод анализа применяется с использованием аутентичной рекламы из цифровых и печатных СМИ. Результаты показывают значительные различия в стилистических стратегиях, которые укоренены в языковых структурах и социокультурных нормах. Исследование вносит вклад в прикладную лингвистику, выделяя модели межкультурной коммуникации и роль языка в формировании восприятия потребителей. Оно также

предлагает практические выводы для маркетологов, лингвистов и педагогов, работающих в многоязычных и многокультурных средах, таких как Казахстан.

Ключевые слова: стилистический анализ, рекламный дискурс, код-свичинг, культурно-языковые особенности, сравнительное исследование рекламы

In today's globalized marketplace, advertising functions not only as a tool of persuasion but also as a carrier of cultural and linguistic values. Stylistic analysis offers insights into the linguistic mechanisms used to influence consumer behavior and shows how different societies encode their persuasive intentions. The field of stylistics, which deals with the aesthetic and functional elements of language, is particularly relevant in advertising, where every word and design choice is deliberate [1, p. 15].

While English advertising discourse has been extensively studied due to its dominant role in global commerce, Kazakh advertising has not yet been sufficiently explored in the academic literature. This imbalance represents a research gap, especially considering the rise of bilingual and multilingual marketing in Kazakhstan, a country with a unique sociolinguistic landscape where Kazakh, Russian and English overlap [2, p. 32].

Against this background, this study aims to analyze and compare stylistic elements in English and Kazakh advertising texts. The aim is to highlight the nuances of advertising rhetoric in the two languages, emphasizing how linguistic features reflect broader cultural attitudes, economic priorities and communication norms. In this way, the study contributes to a more nuanced understanding of advertising discourse and the strategic use of language in marketing in different cultures [3, p. 78].

This qualitative research is based on a comparative textual analysis of 30 written advertisements: 15 in Kazakh and 15 in English. The adverts were selected from a variety of sources to ensure representativeness, including social media platforms (e.g. Instagram, Facebook), official company websites and traditional print media (e.g. newspapers, brochures and magazines). [4, p. 65]. These adverts cover a range of industries, including consumer goods, tourism, healthcare products, and public service announcements [5, p. 102].

The analysis is based on the main stylistic parameters commonly used in discourse and style studies:

- Lexical choice (e.g. stimulus words, slogans, foreign borrowings, jargon)
- Syntax (sentence length, sentence structure, use of imperative and exclamatory constructions)
- Rhetorical devices (e.g. metaphor, repetition, parallelism, rhetorical questions)
- Cultural markers (e.g. traditional references, historical allusions, national symbols, religious and ethical undertones)

To guide the analysis, we used the stylistic framework proposed by Leech and Short (2007), which emphasizes foregrounding, deviation and parallelism as central features of stylistic analysis. This framework was adapted to reflect the comparative and cross-linguistic nature of the study.

Lexical selection Kazakh commercials often contain traditional words or idiomatic expressions that evoke a sense of national pride and cultural identity. Common expressions include "ата-баба мұрасы" (ancestral heritage), "ұлттық тағам" (national cuisine) and "қасиетті жер" (sacred land). This choice of language aims to appeal to the audience emotionally, in particular by evoking a sense of continuity with tradition and community values.

On the other hand, English adverts tend to emphasise global appeal and use trendy, modern terminology and buzzwords such as "eco-friendly", "next-gen", "innovative" and "smart". These words are deliberately chosen to appeal to consumers who value technology, efficiency and environmental awareness. In addition, English adverts often use hyperbole (e.g. "the best you'll ever taste") to create excitement and urgency.

Code-switching is a common phenomenon in Kazakh adverts, especially in urban contexts. Russian and English terms such as "скидка" (discount) or "онлайн тапсырыс" (online order) occur

frequently. This reflects the complex linguistic ecology of Kazakhstan and the way in which marketers try to appeal to different target groups.

Syntax English adverts usually contain short, dynamic sentences. This brevity serves to attract attention quickly and maintain focus. Common syntactic structures include imperative commands ("Get yours today!"), rhetorical questions ("Are you looking for quality?") and subordinate clauses ("No preservatives."). These structures are designed to be direct, concise and easy to digest.

Kazakh advertising, on the other hand, often uses more complicated sentence structures. Compound, complex sentences and polite constructions are common, especially in formal adverts. This can be attributed to the traditional Kazakh style of rhetoric, which values elegance, formality and respect. For example, an advert might read: "Сізге және отбасыңызға лайықты өнімді таңдаңыз, себебі біз сапаға кепілдік береміз" (Choose the product that is right for you and your family, because we guarantee quality).

While English relies on sentence fragmentation and bold punctuation to simulate excitement, Kazakh maintains syntactic coherence and often uses balanced, poetic constructions that reflect its oral literary heritage.

Rhetorical devices. Both languages use rhetorical devices, but their frequency and function are different. Repetition, alliteration and parallelism are widely used in English to increase memorability and rhythm (e.g. "Fresh. Fast. Fabulous."). Advertisers deliberately design such slogans so that they stick in consumers' minds.

Kazakh advertising often uses metaphors and similes related to nature, family and spiritual themes. For example, "жүрекпен жасалған" (made with heart) implies sincerity and emotional value. Allusions to national poets or proverbs (e.g. "Еңбектің түбі – береке") are also common and anchor the message in shared cultural wisdom.

Cultural markers Kazakh adverts are rich in cultural references. They often use traditional ornaments, clothing or images in the graphics, complemented by texts that refer to Kazakh identity, hospitality and community. National holidays and symbols (e.g. Dombyra, Shanyrak, steppe landscapes) often serve as semiotic cues that reinforce the cultural resonance of the adverts.

In contrast, English adverts rely heavily on modern lifestyle imagery, including urban scenes, individual success stories and themes of freedom and innovation. These adverts appeal to values such as self-empowerment, ambition and personal growth and reflect Western ideals of individualism.

The comparative analysis shows how stylistic features in advertising reflect broader cultural, historical and linguistic orientations. English advertising, based on Anglo-American traditions, emphasizes action-oriented language, direct appeals and consumer empowerment. This style reflects a market-orientated society where clarity, speed and impact are key.

Influenced by a heritage of oral traditions, collectivist values and national revival, Kazakh advertising emphasizes emotional resonance, respect and cultural continuity. The use of poetic language, extended metaphors and cultural allusions emphasizes a holistic and community-based approach to persuasion.

Furthermore, the frequency of code-switching in Kazakh advertising indicates a constant negotiation between tradition and modernity. It reflects the linguistic hybridity of Kazakh society and the need for advertisers to appeal to both local and cosmopolitan audiences.

From a pedagogical perspective, this contrast offers valuable material for language teaching, translation studies and marketing education. It shows how stylistic choices are embedded in specific cultural narratives and need to be adapted accordingly for successful communication across language barriers.

Stylistic features in written advertisements reveal deep-rooted cultural and linguistic differences between Kazakh and English. English adverts emphasize brevity and immediacy and use direct appeals, dynamic structures and modern terminology. In contrast, Kazakh ads emphasize cultural heritage, emotional connections and formal elegance through complex language and traditional references.

Understanding these differences is critical for effective cross-cultural marketing, translation and education. Advertisers seeking to operate in multilingual contexts must carefully navigate these stylistic norms to ensure resonance with target audiences. In addition, educators and linguists can use such analyses to teach students cultural sensitivity, communicative competence and the pragmatic use of language.

Future research could extend this study by including visual and auditory elements of advertising, analyzing language use specific to social media and comparing other languages relevant to the Central Asian region such as Russian, Uzbek or Kyrgyz. Such studies would further enrich our understanding of language in the marketplace and its socio-cultural implications.

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UDC 811.111

COMPARATIVE ANALYSIS OF LINGUISTIC FEATURES OF LEGENDS IN KAZAKH AND BRITISH LITERATURE: A CASE OF ALPAMYS BATYR AND BEOWULF

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Түйін

Бұл мақалада қазақ және ағылшын әдеби дәстүрлеріндегі аңызға айналған әңгімелердің тілдік ерекшеліктері «Алпамыс батыр» және «Беовульф» атты екі таңбалы эпосты салыстырмалы талдау арқылы қарастырылады. Батырлықтың тілдік құрылысына, мәдени құндылықтарға және баяндау құрылымына назар аудара отырып, зерттеу осы мәтіндерге енгізілген әмбебап элементтерді де, мәдениетке тән ерекшеліктерді де көрсетеді. Синтаксистік құрылымдардың, лексиканың, бейнелі тілдің және баяндауыш дауыстың қолданылуын талдау үшін сапалы дискурстық талдау қолданылады. Нәтижелер көрсеткендей, екі аңыз да ұқсас қаһармандық қызметтерді атқарғанымен, олардың тілдік экспрессиясы мен мәдени символизмі жағынан айтарлықтай айырмашылықтары бар. Зерттеу тілдің ұлттық болмысты және ұжымдық жадты қалай қалыптастыратыны туралы түсінік беру арқылы салыстырмалы әдеби-мәдени лингвистикаға үлес қосады. Сонымен қатар, мақалада эпостық әдебиеттің тіл үйретудегі, мәдениетаралық құзыреттілік пен мәдени мұраны сақтаудағы маңызы ерекше атап өтілген.

Кілтік сөздер: Алпамыс батыр, Беовульф, салыстырмалы талдау, тілдік ерекшеліктер, ауыз әдебиеті

Резюме

В данной статье рассматриваются лингвистические особенности легендарных повествований в казахской и британской литературных традициях путем сравнительного анализа двух культовых эпосов: «Алпамыс батыр» и «Беовульф». Сосредоточившись на лингвистическом построении героизма, культурных ценностях и повествовательной структуре, исследование выделяет как универсальные элементы, так и культурно-специфические особенности, заложенные в этих текстах. Качественный дискурсивный анализ используется для анализа использования синтаксических структур, лексики, образного языка и повествовательного голоса. Результаты показывают, что хотя обе легенды выполняют схожие героические функции, они значительно различаются с точки зрения языкового выражения и культурной символики. Исследование вносит

вклад в сравнительную литературную и культурную лингвистику, предлагая понимание того, как язык формирует национальную идентичность и коллективную память. Кроме того, в статье подчеркивается важность эпической литературы для обучения языку, межкультурной компетентности и сохранения культурного наследия.

Ключевые слова: Алпамыс Батыр, Беовульф, сравнительный анализ, лингвистические особенности, устная традиция

Legends are an important instrument for the preservation of cultural heritage, the shaping of collective identity and the transmission of moral concepts. Across all civilizations, legendary epics have embodied national values, worldviews and aspirations. These texts are more than just stories; they serve as foundational narratives that convey the ethos and ideals of a society. "Alpamys Batyr" and "Beowulf" are monumental examples of Kazakh and British saga lore respectively. Both tales depict heroic figures involved in acts of valor, resistance and self-sacrifice, but both are embedded in a different cultural and historical milieu that shapes the linguistic representation of heroism [1].

Kazakh oral literature, with its emphasis on communal values, honor and endurance in the vast steppe, finds its embodiment in the figure of Alpamys. Similarly, Beowulf, the eponymous hero of the Old English epic, embodies the Anglo-Saxon warrior ethos, characterized by personal glory, loyalty and an awareness of mortality [2]. By analyzing these figures through their linguistic representation, this study offers a comparative view of how language structures the legendary hero and reflects national identity.

This study attempts to comparatively analyze the linguistic features of "Alpamys Batyr" and "Beowulf" by focusing on syntax, lexis, figurative language and narrative techniques. The aim is not only to examine stylistic and rhetorical choices, but also to understand how these choices reflect different social norms, myth-making strategies and historical experiences [3]. The importance of this study lies in its potential to inform cross-cultural literary analysis and to improve our understanding of oral traditions in shaping linguistic and cultural consciousness. As such, the article contributes to the fields of discourse analysis, comparative literature and cultural linguistics.

This study uses a qualitative discourse analysis methodology and analyses selected excerpts from "Alpamys Batyr" and the Old English epic "Beowulf" in their translated and original form. In the case of "Alpamys Batyr", the version used is based on the Kazakh transcription of the oral narrative that was widely used in the 20th century. This version reflects a synthesis of regional variants, as is common in oral literature. For "Beowulf", both the original Old English text and Seamus Heaney's acclaimed modern translation were used to capture the nuances lost in translation [4].

Four central linguistic parameters guided the analysis:

- Lexical richness and semantic fields (heroic epithets, cultural vocabulary, archaic terms)
- Syntax and sentence complexity (parataxis, hypotaxis, repetitions, formulaic expressions)
- Figurative and poetic devices (labelling, simile, hyperbole, metaphor, alliteration)
- Narrative voice and point of view (first person interjections, narrator's position, meta-commentary) [5].

In addition, the study includes elements of cultural semiotics, in particular the symbolism of nature, kinship and sacred geography. The data has been thematically coded and contrasted to trace how language performs cultural labor in each epic. The methodology emphasizes contextual analysis and close reading to ensure depth of interpretation and fidelity to the oral roots of the texts.

Lexical features In "Alpamys Batyr", the lexicon is rich in culturally specific terms that emphasize family honour, lineage and tribal identity. Terms such as "жүрек" (heart), "батыр" (hero) and "ар" (honour) appear frequently and underline the moral backbone of the hero. These words are not mere designations, but convey ethical imperatives rooted in Kazakh oral codes. Kinship terms such as "ата" (grandfather), "ана" (mother) and "ұл" (son) are ubiquitous and symbolize a hero who defines himself through his kinship identity.

In contrast, "Beowulf" has a lexicon full of martial and nautical terms that reflect the seafaring and warrior culture of the early mediaeval Anglo-Saxons. Terms such as "whale-road" (for sea) and "ring-giver" (for king) epitomize poetic condensation and cultural metaphor. Words

such as "wyrd" (fate) and "doom" reflect a theological world view characterized by fatalism and divine order.

Syntactic structures. The oral Kazakh epic style, as reflected in "Alpamys Batyr", is based on rhythmic parallelism, extensive use of parataxis and anaphoric repetition. The sentences often unfold in a cumulative manner, reinforcing the techniques of oral memorization. Coordinating conjunctions such as "және" (and) are often used to connect sentences and maintain the oral cadence of the recitation. This syntactic strategy maintains the tension and continuity of the narrative.

"Beowulf"," on the other hand, has more syntactic variations and combines parataxis with hypotaxis. The use of subordinate clauses reflects greater complexity and allows for theological or philosophical reflection within the narrative. Enjambment in the original poetry allows for thematic development across the verses, while appositive constructions emphasise status and genealogy. The syntactic fluidity serves both artistic and didactic purposes.

Figurative language. Both epics are rich in figurative language, albeit in different styles and metaphorical scope. In "Alpamys Batyr"," the metaphors often refer to the steppe landscape and the lives of the riders: the heroes are compared to eagles, stallions or storms. The imagery is dynamic and evokes strength and spiritual leadership. For example, Alpamys is described as "аспаннан түскендей" (as if descending from heaven), evoking heavenly favour. Parables rooted in nature (e.g. snow-covered mountains, galloping horses) connect the hero with the sacred geography of the steppe.

"Beowulf" is known for its identifiers – compound metaphors that are unique in Old English poetry. These linguistic devices serve as mnemonic devices and poetic embellishments. Metaphors such as "bone-house" (body) and "swan-road" (sea) reflect a symbolic layering that enriches the texture of the narrative. The reappearance of themes such as light and darkness, fate and monstrosity situate the narrative within a metaphysical and Christian framewor.

Narrative voice "Alpamys Batyr" uses a flexible narrative voice that mixes third-person narration with occasional direct speech and first-person interjections from the narrator. This hybrid mode reflects the tradition of oral performance, in which the narrator functions as both storyteller and participant observer. The dialogues between the characters often contain terms of honour and ritualistic expressions that underline the communal ethic of the narrative.

"Beowulf" has a rather detached narrator in the third person with occasional gnomic statements or moral reflections. These aphoristic interludes serve to universalise the narrative and offer timeless lessons about fate, loyalty and legacy. The narrator’s voice also mediates between pagan heroic values and Christian eschatology, guiding the reader through moral ambiguities.

The comparison of "Alpamys Batyr" and "Beowulf" reveals both common functions and different stylistic characteristics. Both texts elevate the heroic figure as a paragon of virtue and courage, but the cultural lens is different. In "Alpamys Batyr" the hero is portrayed as a guardian of clan and tradition, emphasizing continuity, familial obligations and moral uprightness. The linguistic choices reflect a collectivist worldview in which the glory of the individual is intertwined with the honor of the tribe.

In contrast, in "Beowulf" heroism is understood as an existential confrontation with evil and the passing on of legacy. The hero’s worth is measured by his deeds and the tension of the narrative lies in the interplay between human action and divine fate. The linguistic features – especially the identifiers and the gnomic reflection – emphasize the hero’s loneliness and his philosophical depth.

These contrasts are deeply embedded in the cultural history of the respective society. Kazakh nomadic life favored oral storytelling rooted in social cohesion and ancestral pride. Anglo-Saxon England, with its turbulent political landscape and Christianisation, produced epics steeped in theological reflection and existential angst.

This comparative analysis emphasizes that language not only conveys a story, but also encodes a worldview. The oral traditions from which these epics emerged shaped their stylistic and rhetorical choices, favoring mnemonic devices, the aesthetics of performance and cultural

symbolism. Furthermore, such analysis can inform pedagogical practise by integrating comparative literature into cross-cultural curricula.

The linguistic features of "Alpamys Batyr" and "Beowulf" discussed in the article demonstrate the power of the legend as a cultural and analytical text. Through their stylistic choices, both epics provide insights into the values, fears and aspirations of their respective societies. Although they differ in form and expression, they converge in their function as repositories of collective memory and national identity. Each narrative, shaped by oral tradition, reflects the aesthetic, ethical and historical frameworks that underlie its linguistic construction.

Understanding these differences enriches our appreciation of world literature and emphasizes the importance of linguistic analysis in cross-cultural studies. It also emphasizes the pedagogical potential of epic literature in promoting global awareness and linguistic literacy. Future research could look at gendered language in these legends, examine intertextual parallels with modern retellings in cinema and popular culture, or extend the analysis to other Turkish and Germanic epics for a broader comparative insight.

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ЛОГОПЕДИЯДАҒЫ ЖАСАНДЫ ИНТЕЛЛЕКТ: ҚАЗІРГІ КӨЗ-ҚАРАСТАР, ӘДІСТЕМЕЛЕР ЖӘНЕ БОЛАШАҚ БАҒЫТТАР

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Резюме

В данной статье рассматривается роль искусственного интеллекта (ИИ) в логопедии. Технологии ИИ широко используются для диагностики, коррекции и улучшения логопедической терапии. Автоматизированные системы, виртуальные помощники и методы машинного обучения оказывают положительное влияние на развитие речи. Кроме того, в статье анализируются перспективы использования ИИ, а также методологические и этические аспекты его применения.

Ключевые слова: Логопедия, искусственный интеллект, автоматизированная диагностика, виртуальные логопеды, речевая терапия, машинное обучение, альтернативная коммуникация, речевые нарушения, нейронные сети, этические аспекты, индивидуализированное обучение, речевая коррекция.

Summary

This article examines the role of artificial intelligence (AI) in speech therapy. AI technologies are widely used to diagnose, correct, and improve speech therapy. Automated systems, virtual assistants, and machine learning methods have a positive impact on speech development. Additionally, the article explores the future possibilities of AI and its methodological and ethical aspects in speech therapy.

Key words : speech therapy, artificial intelligence, automated diagnosis, virtual speech therapists, machine learning, alternative communication, speech disorders, neural networks, ethical aspects, personalized learning, speech correction, AI in education.

Қазіргі заманғы білім беру мен арнайы педагогика саласында жасанды интеллект (ЖИ) технологияларының маңызы артып келеді. Бұл үрдіс логопедия саласында да айқын

байқалуда. ЖИ сөйлеу бұзылыстарын диагностикалау, түзету және алдын алу шараларын жетілдіруде жаңа мүмкіндіктер ашып, логопед мамандардың жұмысын жеңілдетуге ықпал етеді.

Логопедия – сөйлеу қабілетінің бұзылыстарын зерттейтін және түзетумен айналысатын ғылым саласы. Дәстүрлі әдістермен қатар, соңғы жылдары автоматтандырылған жүйелер, машиналық оқыту алгоритмдері мен нейрондық желілер сөйлеуді дамыту мен түзету үдерісіне белсенді енгізілуде. Бұл технологиялар жеке оқыту әдістерін бейімдеуге, сөйлеу бұзылыстарын ерте кезеңде анықтауға және терапияның тиімділігін арттыруға мүмкіндік береді.

Алайда, логопедиядағы ЖИ-дің кең таралуымен бірге әдістемелік, этикалық және техникалық мәселелер де туындайды. ЖИ негізіндегі платформалар мен қосымшалар баланың сөйлеу қабілетін жақсартуға қаншалықты ықпал ете алады? Оларды логопед мамандардың жұмысында толыққанды құрал ретінде қарастыруға бола ма? Жасанды интеллект көмегімен түзету жұмыстары қандай деңгейде жүргізілуі керек?

Логопедиядағы ЖИ-ді қолданудың негізгі бағыттары мыналар:

1. Автоматтандырылған диагностика

ЖИ негізінде жұмыс істейтін бағдарламалар мен қосымшалар сөйлеу ерекшеліктерін талдап, бұзылыстарды ерте кезеңде анықтауға көмектеседі. Бұл технологиялар адамның сөйлеуін жазып алып, оны фонетикалық, морфологиялық және синтаксистік деңгейде талдай алады.[1,p.46]

Мысал: SpeechAnalyzer, LogopedAI және басқа да бағдарламалар сөйлеу сигналдарын өңдеп, артикуляциялық бұзылаыстарды анықтайды.

Артықшылықтары: Уақытты үнемдейді, сөйлеу бұзылыстарын дәл диагностикалауға көмектеседі, логопедтерге қосымша құрал ретінде қызмет етеді.

2. Интерактивті оқыту жүйелері

ЖИ-ге негізделген мобильді қосымшалар мен онлайн платформалар сөйлеуді түзету жаттығуларын интерактивті форматта орындауға мүмкіндік береді. Бұл жүйелер баланың сөйлеу деңгейіне бейімделіп, оның қажеттіліктеріне қарай арнайы жаттығулар ұсынады.

Мысал: SayItRight, SpeakEasy, Articulation Station – баланың дыбыстарды дұрыс айтуына көмектесетін қосымшалар.

Артықшылықтары: Баланың қызығушылығын арттырады, күнделікті сөйлеу жаттығуларын автоматтандырады, логопедпен сабақтан тыс уақытта да қолдануға болады.

3. Дыбыстық және артикуляциялық түзету жүйелері

ЖИ сөйлеу бұзылыстары бар адамдарға дұрыс дыбыстау мен артикуляцияны үйрету үшін аудиовизуалды кері байланыс ұсынады. Дыбыстық талдау жүйелері баланың айтқан сөздерін дұрыс модельмен салыстырып, түзету бойынша нақты ұсыныстар береді.

Мысал: Pronunciation Coach, Speech Trainer – нақты уақыт режимінде сөйлеуді талдайтын құралдар.

Артықшылықтары: Дауысты нақты түзетуге көмектеседі, визуалды кері байланыс береді, сөйлеу терапиясының тиімділігін арттырады.

4. Баламалы коммуникация құралдары (AAC – Alternative and Augmentative Communication)

ЖИ сөйлеу бұзылыстары бар адамдарға арналған баламалы коммуникация жүйелерін жетілдіруге көмектеседі. Бұл жүйелер адамның мимикасын, көз қозғалысын немесе ым-ишараларын талдай отырып, сөздерді немесе сөйлемдерді автоматты түрде қалыптастыра алады.

Мысал: Tobii Dynavox, Proloquo2Go – сөйлеу қабілеті бұзылған адамдар үшін әзірленген ЖИ-ге негізделген жүйелер.

Артықшылықтары: Сөйлеу мүмкіндігі шектеулі адамдарға қарым-қатынас жасауға мүмкіндік береді, жеке қажеттіліктерге бейімделеді.

5. Сөйлеуді тану және дауысты синтездеу технологиялары

ЖИ сөйлеуді тану және дыбысты синтездеу арқылы адамдардың қарым-қатынасын

жеңілдетеді. Дауысты тану жүйелері сөйлеуді мәтінге айналдырып, сөйлеу бұзылыстарын түзетуге көмектеседі.

Мысал: Google Speech-to-Text, Microsoft Azure Speech Services – сөйлеуді автоматты түрде мәтінге айналдыратын технологиялар.

Артықшылықтары: Логопед мамандарға жазбаша сөйлеуді дамытуда көмектеседі, сөйлеу қабілеті бұзылыстарын үшін дауысты синтездейді.

6. Дербестендірілген логопедиялық оқыту

ЖИ әр баланың сөйлеу деңгейі мен қажеттіліктеріне бейімделетін жеке терапиялық бағдарламалар жасауға мүмкіндік береді. Оқыту үдерісі динамикалық түрде өзгеріп, баланың даму деңгейіне қарай түзетіледі.

Мысал: AI Speech Therapy Planner – баланың сөйлеу қабілетіне қарай жеке жаттығулар ұсынатын жүйе.

Артықшылықтары: Әр баланың жеке қажеттіліктеріне бейімделеді, сөйлеуді дамыту процесін оңтайландырады.

Жасанды интеллект (ЖИ) логопедия саласына инновациялық өзгерістер әкелгенімен, оның кеңінен қолданылуы белгілі бір этикалық және әдістемелік мәселелерді де туындатады. Бұл мәселелерді шешу логопед мамандар, зерттеушілер және технология жасаушылар үшін маңызды міндет болып табылады.

1.Дербес мәліметтердің құпиялылығы мен қауіпсіздігі

ЖИ-ге негізделген жүйелер қолданушылардың сөйлеу деректерін өңдейді, сақтайды және талдайды. Мұндай ақпараттың құпиялылығы мен қауіпсіздігін қамтамасыз ету өте маңызды. Логопедиялық диагностика мен терапияға қатысатын балалар мен ересектердің жеке деректері үшінші тұлғалардың қолына түсуі мүмкін [1, p.45-46].

Шешу жолы: Деректерді шифрлау, пайдаланушылардың келісімін алу және ақпаратты тек логопед мамандармен шектеулі түрде бөлісу механизмдерін жетілдіру қажет.

2. ЖИ-дің адам логопедін алмастыра алмауы

Жасанды интеллект технологиялары логопедиялық процесті автоматтандырғанымен, адамның кәсіби рөліне толыққанды балама бола алмайды. Кейбір ата-аналар мен мамандар ЖИ-ді логопедтің орнын басатын құрал ретінде қарастыруы мүмкін, бұл балалар мен ересектерге дұрыс көмек көрсетілмеуіне әкелуі мүмкін.

Шешу жолы: ЖИ логопед жұмысына көмекші құрал ретінде қарастырылып, оны тек маманның жетекшілігімен қолдану керек. [2]

3. Жасанды интеллекттің шешім қабылдауындағы әділдік

ЖИ алгоритмдері негізінен үлкен деректерге сүйеніп үйренеді, алайда олар белгілі бір топтарға қатысты әділетсіздікке немесе қателіктерге әкелуі мүмкін. ЖИ-дің әртүрлі жас, тілдік ерекшеліктер немесе диалектілерді толық қамти алмауы.[3]

Шешу жолы: Алгоритмдерді әртүрлі тілдер мен мәдени топтарға бейімдеу, деректерді кеңейту және модельдерді әділетті түрде оқыту.

2. Әдістемелік мәселелер

2.1. Логопедиялық терапияда ЖИ-ді дұрыс қолдану әдістерінің жетілмегендігі

Қазіргі таңда ЖИ негізіндегі құралдардың көпшілігі логопедиялық тәжірибеге бейімделіп жатқанымен, оларды қолданудың нақты бекітілген әдістемелері әлі толық қалыптаспаған. Логопед мамандар ЖИ құралдарын қалай дұрыс қолдану керектігін толық меңгермеуі мүмкін.[4]

Шешу жолы: ЖИ-ді қолдану бойынша әдістемелік нұсқаулықтар әзірлеу, логопедтерге арналған арнайы тренингтер ұйымдастыру.

2.2. ЖИ құралдарының барлық сөйлеу бұзылыстарына бейімделмеуі

Жасанды интеллект жүйелері көбінесе кең таралған сөйлеу бұзылыстарын диагностикалауға және түзетуге бағытталған, бірақ сирек кездесетін немесе күрделі жағдайларда олардың тиімділігі төмен болуы мүмкін. Дизартрия, афазия, ринолалия сияқты күрделі сөйлеу бұзылыстарында ЖИ құралдарының көмегі шектеулі болуы мүмкін.

Шешу жолы: Ғылыми зерттеулерді кеңейту, әртүрлі сөйлеу бұзылыстарына арналған

арнайы алгоритмдер жасау.

2.3. Технологияға шамадан тыс тәуелділік

Логопедиялық терапияда ЖИ құралдарын шамадан тыс пайдалану балалардың сөйлеу дағдыларын дамытуда кері әсерін тигізуі мүмкін. Балалар ЖИ-мен жұмыс істеген кезде шынайы қарым-қатынас дағдыларын дамытудан шет қалуы мүмкін.

Шешу жолы: ЖИ құралдарын тек қосымша көмекші құрал ретінде пайдалану, шынайы қарым-қатынас жаттығуларын басымдыққа алу.

Жасанды интеллекттің логопедия саласында болашақтағы дамуы көптеген жаңа мүмкіндіктерді ашуы мүмкін. Алдағы жылдары ЖИ-дің енгізілуі мен дамуы:

ЖИ мен нейробиологияның интеграциясы: Болашақта ЖИ мен нейробиология салаларындағы жетістіктерді біріктіру сөйлеу бұзылыстары бар адамдарға арналған емдеу әдістерін жетілдіруге мүмкіндік береді. Мысалы, нейрондық желілер негізіндегі жүйелер логопедиялық терапияны тағы да нақтырақ әрі тиімдірек жүргізуге ықпал ете алады. [2, p.144]

Сөйлеу бұзылыстарын алдын алу және ерте диагностикалау: Жасанды интеллекттің дамуымен сөйлеу бұзылыстары ерте кезеңдерде анықталатын болады. Бұл балалардың сөйлеу қабілетін ерте түзетіп, болашақта күрделі мәселелердің алдын алу мүмкіндігін арттырады.

Жеке бейімделген терапия бағдарламалары: ЖИ жүйелері әр пациенттің қажеттіліктеріне сәйкес жеке терапия бағдарламаларын құра алады. Бұл әдіс логопедиялық терапияның сапасын арттырып, әр адамның жеке ерекшеліктерін ескере отырып жүргізілуін қамтамасыз етеді.

Этика мен құқықтық мәселелер: ЖИ-дің логопедияда кеңінен қолданылуы этикалық және құқықтық мәселелерді де туындатуы мүмкін. Дербес мәліметтердің қауіпсіздігі, алгоритмдердегі қателіктер, жауапкершілік мәселелері маңызды рөл атқаратын болады.

Қорытындылай келе, жасанды интеллект (ЖИ) логопедия саласында үлкен әлеуетке ие болып, сөйлеу бұзылыстары бар балалар мен ересектерге тиімді көмек көрсетуге мүмкіндік береді. ЖИ-дің қолданылуының артықшылықтары айқын: автоматтандырылған диагностика, интерактивті түзету жаттығулары, және сөйлеу терапиясының әр пациенттің қажеттілігіне бейімделуі. ЖИ арқылы логопедиялық жұмыс тиімдірек, қолжетімді және уақытты үнемдеуші болады, бұл мамандарға балалар мен ересектердің сөйлеу дағдыларын түзетуге және дамытуға мүмкіндік береді.Алайда, ЖИ-дің логопедияда кеңінен қолданылуы әлі де әдістемелік және этикалық мәселелерді шешуді талап етеді. Дербес мәліметтердің қауіпсіздігі, ЖИ жүйелерінің әділдігі және логопедтің жұмысын алмастыру емес, оны толықтыру мақсатын көздейтін құралдар ретінде қолдану мәселелері маңызды болып қалуда.

Болашақта ЖИ жүйелері логопедиялық терапияда бірегей мүмкіндіктерді ашып, сөйлеу бұзылыстары бар адамдар үшін жаңа емдеу жолдарын ұсынады. Дегенмен, бұл даму тек дұрыс бағытта және этикалық талаптарға сай жүзеге асырылғанда ғана тиімді болады. Жасанды интеллекттің болашағы логопедия саласында үлкен үміттерге ие, оның тек педагогикалық емес, әлеуметтік аспектілері де маңызды рөл атқарады. Бұл саладағы ғылыми зерттеулер мен технологиялық жетістіктер ЖИ-дің логопедиялық жұмысты толықтыратын және жақсартатын әдіс ретінде қолданылуына әкеледі.

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АРНАЙЫ ПЕДАГОГИКАДАҒЫ АҒЫЛШЫН ТІЛІНІҢ РӨЛІ

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Резюме

В данной статье рассматривается значимость английского языка в профессиональном развитии логопедов. Анализируется международный и отечественный опыт, рассматриваются современные логопедические методики и их адаптация в казахстанской практике. Особое внимание уделяется важности владения английским языком для доступа к передовым научным исследованиям, участия в международных конференциях и внедрения инновационных технологий в логопедическую практику.

Ключевые слова: логопедия, английский язык, международные исследования, профессиональное развитие, инновационные методики.

Summary

This article explores the importance of English language proficiency for speech therapists. It examines international and domestic experiences, modern speech therapy methodologies, and their adaptation within Kazakhstani practice. Special emphasis is placed on the necessity of English language skills for accessing advanced research, participating in international conferences, and integrating innovative technologies into speech therapy practice.

Keywords: speech therapy, English language, international research, professional development, innovative methodologies.

Қазіргі логопед мамандарының кәсіби дамуы және ағылшын тілін меңгерудің маңыздылығы

Қазіргі таңда логопед мамандарының біліктілігін арттыру және халықаралық стандарттарға сәйкес жаңа әдістерді меңгеру өзекті мәселелердің бірі болып отыр. Сөйлеу бұзылыстарын түзетуге бағытталған заманауи логопедиялық әдістер мен технологиялар көбінесе шетелдік зерттеулерге сүйенеді. Бұл жөнінде Алдаш Т. арнайы педагогика саласының негіздерін қарастыра отырып, логопедтер үшін заманауи және инновациялық тәсілдерді қолданудың маңыздылығын атап өтеді [1]. Осы орайда ағылшын тілін меңгеру логопед мамандары үшін кәсіби қажеттілікке айналып отыр.

Ағылшын тілі логопедтерге халықаралық ғылыми зерттеулерге қол жеткізуге, шетелдік әріптестермен тәжірибе алмасуға және заманауи әдістерді тәжірибеде қолдануға мүмкіндік береді. Аймағамбетова Қ. инклюзивті білім беру жүйесінде мамандардың үнемі дамып, халықаралық тәжірибені меңгеруінің маңыздылығын нақты көрсеткен [2].

Сондай-ақ, Баймұратова Л.[3]логопед мамандарының ерекше білім беру қажеттіліктері бар балалармен жұмыс істеу үшін әдістерді жаңғыртып отыруы қажет екенін айтады. Бұл шетелдік әдістемелерді оқып, бейімдеуге бағытталған кәсіби ұстанымды қалыптастырады.

Цифрлық құралдар мен онлайн курстар

Қазіргі таңда логопед мамандары Boom Cards, Articulation Station, Speech Blubs сияқты ағылшын тілінде жасалған қосымшаларды пайдалану арқылы тиімді нәтижелерге қол жеткізуде. Бұл платформалар сөйлеу дамуын оңтайландыруға бағытталған және көп жағдайда тек ағылшын тілін меңгерген мамандарға қолжетімді. Мұхамедрахым Ж.[4]шетел тілдерін оқытудың арнайы білім беру жүйесінде маңызы артып келе жатқанын көрсетеді.

Логопед мамандарының кәсіби дамуы аясында ағылшын тілін меңгеруге арналған қолдау тетіктері

Қазіргі таңда Қазақстанда логопед мамандарының шет тілдерін меңгеруіне бағытталған түрлі курстар, тренингтер және кәсіби қайта даярлау бағдарламалары ұйымдастырылып келеді. Бұл бастамалар білім беру ұйымдары мен арнайы педагогикалық орталықтар

тарапынан жүзеге асырылуда. Мысалы, кейбір педагогикалық университеттер өз логопедия бөлімінде ағылшын тілінде кәсіби терминологияны меңгеруге арналған элективті курстар ұсына бастады. Мұндай бастамалар мамандардың халықаралық ғылыми ортаға интеграциялануына жағдай жасайды.

Сонымен қатар, логопедтерге ағылшын тілін үйренуге арналған арнайы бағытталған ресурстардың пайда болуы да маңызды рөл атқаруда. Мысалы, SpeechPathologyTools.com және TheInformedSLP.com сайттары логопедтерге арналған нақты контекстегі ағылшын тілі материалдарын ұсынады. Бұл ресурстар тек тілді үйренуге емес, сонымен қатар оны кәсіби ортада қолдануға бейімделген.

Логопед мамандарының шетелде тәжірибе жинақтау мүмкіндіктері

Білім және ғылым министрлігі мен халықаралық ұйымдардың (мысалы, British Council, DAAD, Fulbright) қолдауымен логопед мамандары шетелде тағылымдамадан өтуге немесе ғылыми стажировкаға қатысу мүмкіндігіне ие болуда. Бұл бағдарламалар логопедтердің кәсіби көкжиегін кеңейтіп, шетелдік үздік тәжірибелермен тікелей танысуына жол ашады.

Мұндай тәжірибе шетелдік білім беру жүйесін, сөйлеу терапиясын ұйымдастыру формаларын, қолданылатын технологияларды зерттеп, өз тәжірибесіне бейімдеу үшін аса құнды. Әсіресе, ағылшын тілін меңгерген логопедтер үшін бұл мүмкіндіктер толық көлемде ашылады.

Логопедиядағы ағылшын тілі негізіндегі ғылыми-зерттеу бағыттары

Ағылшын тілін меңгерген логопед мамандар тек шетелдік мақалаларды оқумен шектелмей, өз ғылыми-зерттеу жұмыстарын да халықаралық аренаға ұсына алады. Олар шетелдік журналдарға мақалалар жариялап, өз зерттеулерін ASHA, IALP секілді беделді ұйымдарда таныстыра алады. Бұл еліміздің логопедиялық ғылымының дамуына да оң әсер етеді.

Бүгінде қазақ тіліндегі сөйлеу ерекшеліктерін шетелдік әдістермен салыстыру, көптілді балалардағы артикуляциялық қиындықтарды анықтау немесе билингвизм жағдайындағы сөйлеу дамуы тақырыптары халықаралық деңгейде үлкен қызығушылық тудырып отыр. Сондықтан логопед мамандардың ағылшын тілінде зерттеу жүргізуі – ғылым мен практиканың тоғысуын қамтамасыз етеді.

Онлайн курстар мен біліктілікті арттыру бағытында Coursera, Udemy, FutureLearn сынды платформаларда жүздеген логопедия курстары қолжетімді. Бұл курстарға қатысу логопедтердің кәсіби білімін жетілдіруге және халықаралық трендтермен танысуға мүмкіндік береді.

Терминология мен халықаралық қатынас

Логопедия саласында қолданылатын негізгі ұғымдар мен терминдер (мысалы, phonological awareness, articulation disorder) ағылшын тілінен алынған. Ғылыми әдебиетті түпнұсқада оқу терминдердің мағынасын терең түсінуге көмектеседі. Бұл тұрғыда Құлымбетова Ш [5]ерекше қажеттіліктері бар балаларға арналған педагогикалық технологияларды зерттей келе, білім беру мазмұнын интернационалдандырудың маңызын атап көрсеткен.

Ағылшын тілі сондай-ақ халықаралық қауымдастықтарға (ASHA, IALP) қатысуға, шетелдік әріптестермен байланыс орнатуға мүмкіндік береді. Бұл логопед мамандарының кәсіби дамуына, тәжірибе алмасуына және ғылыми зерттеулер жүргізуіне жол ашады.

Халықаралық конференциялар мен бейімдеу

Ағылшын тілін меңгерген логопедтер халықаралық ғылыми конференцияларға қатысып, заманауи әдістерді өз елімізде тәжірибеге енгізуге мүмкіндік алады.

Шетелдік әдістерді бейімдеу

Қорытындылай келе, ағылшын тілін меңгеру логопед мамандары үшін кәсіби өсудің маңызды шарты болып табылады. Ол шетелдік әдістемелерге қол жеткізуге, халықаралық ғылыми қауымдастықпен байланыс орнатуға, заманауи технологияларды меңгеруге және сөйлеу бұзылыстарын тиімді түзетуге септігін тигізеді. Отандық білім беру саласында бұл үрдіс логопед мамандарының жаңа сапалық деңгейге көтерілуіне жағдай жасайды.

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АРНАЙЫ ПЕДАГОГИКАДАҒЫ АҒЫЛШЫН ТІЛІНІҢ РӨЛІ

Абдужалалова А.А. - Арнайы педагогика білім беру бағдарламасының студенті
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Резюме

В данной статье рассматривается значение английского языка в сфере специальной педагогики. Английский язык играет важную роль в доступе к научной информации, изучении международного опыта, применении современных технологий и методик, а также в профессиональном развитии и международном сотрудничестве. Владение английским языком помогает специалистам в области специального образования повышать свою квалификацию и улучшать качество обучения.

Ключевые слова: специальная педагогика, английский язык, инклюзивное образование, профессиональное развитие, международный опыт, современные технологии, научные исследования.

Summary

This article explores the importance of the English language in the field of special pedagogy. English plays a crucial role in accessing scientific information, learning from international experience, applying modern technologies and methodologies, as well as enhancing professional development and global collaboration. Mastering English enables special education professionals to improve their skills and contribute to the quality of education.

Key words: special pedagogy, English language, inclusive education, professional development, international experience, modern technologies, scientific research.

Қазіргі заманғы білім беру жүйесінде арнайы педагогиканың маңызы күн санап артып келеді. Арнайы педагогика — дамуында, мінез-құлқында ерекшеліктері бар балаларды оқыту мен тәрбиелеудің теориясы мен практикасын зерттейтін ғылым. Бұл салада балалардың ерекшеліктеріне қарай білім беру мазмұны, әдістері және құралдары бейімделеді. Арнайы педагогика бірнеше бағытқа бөлінеді: сурдопедагогика (есту қабілеті бұзылған балалармен жұмыс), тифлопедагогика (көру қабілеті бұзылған балалармен жұмыс), олигофренопедагогика, логопедия (сөйлеу бұзылыстары бар балалармен жұмыс), және инклюзивті білім беру (жалпы ортада оқитын ерекше білім беру қажеттіліктері бар балаларды қолдау). К.Қ.Құдайбергенова Арнайы педагогтар – қоғамдағы ерекше балаларға үміт пен қолдау сыйлайтын маңызды тұлғалар» екенін атап өтеді. Ерекше білім беру қажеттіліктері бар балаларды оқытуда тиімді әдістер мен инновациялық тәсілдерді қолдану педагогтардан үнемі кәсіби дамуды талап етеді. Қазіргі таңда арнайы білім беру саласындағы ғылыми зерттеулер мен әдістемелік нұсқаулықтардың басым бөлігі ағылшын тілінде жазылады. Сондықтан арнайы педагогтар үшін ағылшын тілін меңгеру – халықаралық деңгейде кәсіби даму мен білім алудың маңызды факторы [1, p.15].

Ағылшын тілі – ғылыми ақпаратқа қолжетімділік құралы екендігі баршағы мәлім. Арнайы білім беру саласындағы ғылыми зерттеулер мен әдістемелік нұсқаулықтардың басым бөлігі ағылшын тілінде жазылады. 2023 жылғы ЮНЕСКО деректеріне сүйенсек, арнайы педагогика саласындағы халықаралық ғылыми мақалалардың 80%-ы ағылшын тілінде жарияланған. Сондықтан арнайы педагогтар үшін ағылшын тілін меңгеру – халықаралық деңгейде кәсіби даму мен білім алудың маңызды факторы болып отыр [1, 15].

• Ғылыми дереккөздерге қолжетімділік: Google Scholar, ResearchGate, PubMed секілді халықаралық платформаларда арнайы педагогика бойынша мыңдаған мақалалар мен зерттеулер бар [3, p.45].

• Зерттеу нәтижелерін қолдану: Дислексия, аутизм, сөйлеу бұзылыстары және басқа да ерекше білім беру қажеттіліктеріне байланысты ең тиімді әдістер ағылшын тіліндегі ғылыми еңбектерде сипатталады [4, p.78].

• Халықаралық стандарттарды меңгеру: ЮНЕСКО, Дүниежүзілік денсаулық сақтау ұйымы (WHO) және басқа да беделді ұйымдардың арнайы педагогикаға қатысты стандарттары мен ұсынымдары ағылшын тілінде жарық көреді [5, p.11].

Арнайы педагогтардың ағылшын тілін меңгеруі бұл ресурстарды еркін пайдаланып, әлемдік деңгейдегі білімді практикаға енгізуге мүмкіндік береді.

Халықаралық тәжірибені меңгеру барысында әлемнің экономикасы жоғары елдерінде арнайы білім беру жүйесі жақсы дамығандығын көреміз. Бұл тәжірибелерді зерттеп, оларды өз еліміздің білім беру жүйесіне бейімдеу үшін ағылшын тілін меңгеру маңызды.

• Шетелдік білім беру бағдарламалары: Ағылшын тілін меңгерген арнайы педагогтар Erasmus+, Fulbright, DAAD сияқты халықаралық бағдарламаларға қатысып, шетелде білім алу мүмкіндігіне ие болады.. Қазақстанда шетелде білім алуға жағдай жасаудың басты құралдарының бірі – «Болашақ» халықаралық стипендиясы. Бұл бағдарлама 1993 жылдан бері жүзеге асып келеді және осы уақытқа дейін 14 мыңнан астам қазақстандық студент әлемнің үздік университеттерінде білім алды. Сонымен қатар, Erasmus+, DAAD, Fulbright, Chevening сияқты халықаралық бағдарламалар арқылы да қазақстандықтар Еуропа, АҚШ және Азия елдерінде білім алуға мүмкіндік алады. Қазақстандық жастар негізінен Ұлыбритания, АҚШ, Германия, Канада, Оңтүстік Корея, Түркия және Қытай сияқты елдердің жоғары оқу орындарын таңдайды. Бұл елдердегі университеттер жоғары білім сапасымен, ғылыми-зерттеу базасымен және еңбек нарығымен тығыз байланысымен ерекшеленеді.Мысалы, University of Cambridge, Harvard University, Technical University of Munich, Seoul National University секілді оқу орындарында қазақстандық студенттер түрлі салада – инженерия, медицина, білім, IT, экономика бойынша білім алуда.

Қазақстанда 2022 жылы 50-ден астам арнайы педагог осы бағдарламалар арқылы шетелде оқуға мүмкіндік алған[3, p.178].

Халықаралық тәжірибені меңгеру арқылы арнайы педагогика саласындағы білім беру сапасын арттыруға болады.

Заманауи технологиялар мен әдістемелерді қолдану. Қазіргі таңда арнайы педагогикада цифрлық технологиялардың маңызы зор. Ерекше білім беру қажеттіліктері бар балаларды оқытуда қолданылатын көптеген инновациялық құралдар мен қосымшалар ағылшын тілінде әзірленген.

• Сөйлеу қабілетін дамытуға арналған қосымшалар: “Proloquo2Go”, “Speech Blubs”, “Avaz AAC” секілді бағдарламалар сөйлеу бұзылыстары бар балалармен жұмыс істеуде кеңінен қолданылады [4, p.190].

• Ойын технологиялары: Мотивацияны арттыру үшін қолданылатын көптеген интерактивті ойындар мен платформалар ағылшын тілінде жасалған [5, 210-бет].

• Визуалды оқыту әдістері: Әлемдік деңгейдегі арнайы білім беру әдістемелері, мысалы, Makaton (визуалды коммуникация жүйесі) және Widgit (символдар арқылы оқыту) жүйелері ағылшын тілінде таралған [2, p.225].

Кәсіби даму және халықаралық байланыстарды зерттей келе ағылшын тілін меңгерген арнайы педагогтар кәсіби тұрғыдан дамуға жаңа мүмкіндіктер көп болатынына көз жеткіземіз.

• Шетелдік конференцияларға қатысу: Халықаралық ғылыми-практикалық конференцияларға, семинарларға және вебинарларға қатысу арқылы арнайы педагогтар өз білімін кеңейтіп, біліктілігін арттыра алады [3, p.240].

• Ғылыми жобаларға қатысу: Арнайы білім беру саласындағы халықаралық ғылыми-зерттеу жобаларына қатысып, әлемдік деңгейдегі мамандармен тәжірибе алмасу мүмкіндігі артады [4, p.256].

• Көпмәдениетті ортада жұмыс істеу: Ағылшын тілін меңгерген арнайы педагогтар шетелдік ұйымдарда немесе халықаралық білім беру орталықтарында жұмыс істеу мүмкіндігіне ие болады. Бүгінгі таңда Қазақстанда арнайы педагогтардың 35%-ы ағылшын тілін меңгеру деңгейін жетілдіруде, бұл олардың кәсіби мобилділігін арттырады[.5, p.275].

Кәсіби дамуға ұмтылған мамандар үшін ағылшын тілін меңгеру – заман талабы

Арнайы педагогика саласында ағылшын тілінің рөлі ерекше. Бұл тіл педагогтарға ғылыми ақпаратпен танысуға, халықаралық тәжірибені меңгеруге, заманауи технологияларды қолдануға және кәсіби дамуға мүмкіндік береді. Әлемдік білім беру кеңістігіне интеграциялану және жаңа әдістемелерді тиімді пайдалану үшін арнайы педагогтардың ағылшын тілін меңгеруі – олардың кәсіби біліктілігін арттырудың маңызды факторы. А.Б.Ерсариев сынды ғалымдар «арнайы педагог болу – тек кәсіби емес, рухани дайындықты да талап ететін жауапкершілік» деп көрсетеді. Осы ретте, заман талабына сай ағылшын тілін меңгеру – әрбір арнайы педагогтың келешекке бағытталған нақты қадамы. «Білім – шекарадан өтетін жалғыз күш. Ол қай елде алынса да, адамды биікке бастайды». Шетелдік білім – тек жеке табысқа емес, ел болашағына жол ашатын күш. Сондықтан әрбір қазақстандық жастың сапалы білім алуға ұмтылысы – жарқын болашаққа жасалған сенімді қадам.

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ӘӨЖ 81’23

ЛОГОПЕДТЕРГЕ АҒЫЛШЫН ТІЛІН МЕҢГЕРУДІҢ ҚАЖЕТТІЛІГІ

Бөлебай Аяулым – 1901-24 тобының 1-курс студенті
Ғылыми жетекші: доцентм.а., п.ғ.к. Киясова К.К.
Оңтүстік Қазақстан мемлекеттік педагогикалық университеті

Резюме

В данной статье рассматривается необходимость изучения английского языка логопедами. Анализируются международный опыт, отечественные научные исследования и современные тенденции в области логопедии. Особое внимание уделено проблемам доступа к передовым методикам, обмену опытом на международном уровне и роли отечественных ученых в адаптации зарубежных подходов.

Ключевые слова: логопедия, английский язык, международный опыт, профессиональное

развитие, отечественные исследования.

Summary

This article discusses the necessity of learning English for speech therapists. It analyzes international experience, domestic scientific research, and modern trends in speech therapy. Special emphasis is placed on the challenges of accessing advanced methodologies, exchanging experiences internationally, and the role of domestic scholars in adapting foreign approaches.

Keywords: speech therapy, English language, international experience, professional development, domestic research.

Қазіргі білім беру жүйесінде логопед мамандарына қойылатын талаптар күрт өсті. Балалардың сөйлеу қабілетін дамытуға бағытталған әдіс-тәсілдер, диагностикалық құралдар және реабилитациялық бағдарламалар заманауи технологиялар мен халықаралық тәжірибеге негізделген. Өйткені, шетелдік ғылыми мақалалар мен оқулықтарда жаңа әдістер, тиімді тәсілдер мен жетілдірілген технологиялар жиі жарияланып отырады.

Қазақстандық логопедтер бұл әдістер мен тәсілдерден толық пайдалану мақсатында ағылшын тілін меңгеруді кәсіби міндет ретінде қарастыруы қажет. Отандық ғалымдардың зерттеулері де осы мәселенің өзектілігін дәлелдейді. Мысалы, Қожахметқызы Күнсұлу өз еңбегінде логопедтердің шетелдік тәжірибелерді игеруі – кәсіби дамудың басты бағыты екенін атап өткен [1]. Менің ойымша, логопед мамандығы тек теория мен тәжірибеден ғана тұрмай, сонымен қатар халықаралық коммуникация, үздік тәжірибелерді игеру және инновациялық әдістерді қолдану арқылы дамуға ие.

Ағылшын тілін меңгерген логопедтер Scopus, Web of Science, PubMed сияқты әлемдік ғылыми дерекқорларға тікелей қол жеткізе алады. Бұл өз кезегінде жаңа әдістерді, эксперименталды зерттеулерді және инновациялық тәсілдерді өз жұмысына енгізуге мүмкіндік береді. Халықаралық журналдарда жарияланған материалдарда сөйлеу бұзылыстарын түзетуге арналған заманауи технологиялар мен терапевтикалық әдістер кеңінен талқыланады.

Отандық ғалымдар да логопедия саласындағы шетелдік әдістердің тиімділігін зерттеп, өз еңбектерінде олардың қазақ тіліне бейімделу жолдарын ұсынған. Нұрия Мырзаханова ағылшын тіліндегі логопедиялық жаттығулардың мазмұны мен құрылымын талдап, олардың қазақ балаларының сөйлеу қабілетін дамытуда қолданылу мүмкіндіктерін көрсетті [2]. Сонымен қатар, заманауи диагностикалық құралдар мен терапевтикалық платформалар туралы ақпарат ағылшын тілінде берілуі себепті, мамандардың тілдік шеберлігі олардың кәсіби тиімділігін арттырады.

Логопед мамандары үшін халықаралық конференцияларға қатысу – кәсіби өсу мен тәжірибе алмасудың маңызды құралы. Мұндай іс-шаралар барысында әлемнің түкпір-түкпірінен келген мамандар өз еңбектері мен жетістіктерімен бөліседі, ең жаңа ғылыми әдістер мен технологияларды талқылайды.

Ағылшын тілін меңгеру арқылы логопедтер халықаралық ғылыми-практикалық іс-шараларға қатысып, өз жұмыстарын халықаралық деңгейде таныстыруға мүмкіндік алады. Мысалы, Айгүл Тұрғанбайқызы өз зерттеуінде логопед мамандарының ағылшын тілін меңгеруінің кәсіби біліктілікті арттыруға ықпал ететінін дәлелдеген [3]. Сонымен қатар, конференцияларда шетелдік әріптестермен тікелей қарым-қатынас орнату арқылы заманауи әдістерді жылдам игеруге жағдай жасалады.

Соңғы жылдары логопедияда цифрлық технологиялар мен онлайн-платформалар белсенді түрде қолданылуда. Мысалы, шетелде Speech Blubs, Articulation Station, Tactus Therapy сияқты мобильді қосымшалар арқылы балалардың сөйлеу дағдыларын түзету кеңінен жүргізіледі. Бұл қосымшаларда жасанды интеллект көмегімен дыбыстарды ажырату, дұрыс артикуляция жасау, тіпті автоматтандырылған кері байланыс беру мүмкіндіктері бар.

Ағылшын тілін меңгерген логопедтер бұл ресурстарды тиімді пайдалана алады, себебі қосымшалардың көпшілігі тек ағылшын тілінде әзірленген. Сонымен қатар, мұндай құралдарда ұсынылған жаттығуларды қазақ тіліндегі балама материалдармен біріктіру арқылы тиімді, аралас әдістемелік кешен жасауға болады.Сондай-ақ, қазіргі таңда көптеген

онлайн курс-платформалар (мысалы, Coursera, edX, Udemy) логопедия саласына арналған халықаралық курстар ұсынады. Бұл курстарда сөйлеу терапиясының жаңа әдістері, неврологиялық сөйлеу бұзылыстарын түзету, ерте жастағы интервенция әдістері сияқты бағыттар қамтылған.Логопедиядағы жаңа әдістер мен технологиялардың көпшілігі ағылшын тілінде ұсынылады. PECS, PROMPT, Multimodal Communication сияқты әдістер шетелдік зерттеулер негізінде қалыптасқан және әлемнің түрлі елдерінде сәтті қолданылуда. Алайда, оларды тікелей қолдану кейде тілдік кедергілер мен мәдени ерекшеліктерге байланысты қиындықтар туғызады.

Осыған байланысты, отандық ғалымдар мен практиктер шетелдік әдістемелерді қазақ контекстіне бейімдеу мәселесіне ерекше көңіл бөледі. Бақытгүл Әбдіқалыққызы өз еңбегінде шетелдік логопедиялық әдістердің қазақ тіліндегі қолданылуын зерттеп, оларды жергілікті тілдік, мәдени және педагогикалық ерекшеліктерге бейімдеудің нақты жолдарын ұсынған [4]. Ол ұсынған практикалық ұсыныстардың қатарында жаттығу құрылымын қарапайымдандыру, қазақ тілінің фонетикалық жүйесіне сай дыбыстарды іріктеу, және баланың жас ерекшеліктеріне қарай бейімделген жаттығуларды енгізу бар.

Менің ойымша, ағылшын тілін меңгеру логопедтердің тек шетелдік әдістерді қолдануына ғана емес, сонымен қатар өздерінің әдістемелік базасы мен диагностикалық құралдарын жетілдіруге де үлкен ықпал етеді. Себебі, шетелдік ғылыми еңбектер мен әдістемелік нұсқаулықтарда логопедиялық процестің тиімділігін арттыруға бағытталған жаңа әдіс-тәсілдер мен технологиялар жүйелі түрде сипатталады. Ағылшын тілін білетін маман осы ақпараттарға тікелей қол жеткізіп, оларды сараптап, отандық жүйеге бейімдеп енгізу арқылы саланың дамуына нақты үлес қоса алады. Сонымен қатар, бұл логопедтің кәсіби белсенділігін арттырып, халықаралық деңгейде танылуына жол ашады.

Қазіргі білім беру мен түзету педагогикасы саласында логопед мамандарына қойылатын талаптар артып келеді. Заманауи технологиялар мен халықаралық тәжірибе логопедиялық жұмыстың сапасын арттырудың маңызды құралына айналды. Осыған байланысты, ағылшын тілін меңгеру – логопед мамандары үшін тек қосымша қабілет емес, кәсіби дамудың қажетті шартына айналуда.

Ағылшын тілі логопедтерге әлемдік ғылыми дереккөздерге қол жеткізуге, жаңа әдістер мен технологияларды меңгеруге, халықаралық конференцияларға қатысып, тәжірибе алмасуға мүмкіндік береді. Сонымен қатар, шетелдік логопедиялық әдістемелерді қазақ тілді ортаға бейімдеуде де бұл тілдің маңызы зор.Сондықтан қазіргі заманғы логопед – тек тіл кемшіліктерін түзетуші маман ғана емес, сонымен қатар үздіксіз білім алуға, жаңа инновацияларды енгізуге дайын, көптілді кәсіби тұлға болуы тиіс. Ағылшын тілін меңгеру – осындай маман қалыптастырудың берік іргетасы болмақ.

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ӘӨЖ 81’23

АРНАЙЫ ПЕДАГОГИКАДАҒЫ АҒЫЛШЫН ТІЛІНІҢ РӨЛІ

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Резюме

В данной статье рассматривается значение английского языка в специальной педагогике. Анализируется его влияние на когнитивное развитие, коммуникативные навыки и доступ к глобальным образовательным ресурсам. Также предлагаются эффективные методы преподавания английского языка детям с особыми образовательными потребностями, и рассматривается роль современных технологий, особенно искусственного интеллекта, в процессе изучения языка.

Ключевые слова: специальная педагогика, английский язык, коммуникация, развитие, TPR, методика преподавания

Summary

This article explores the importance of the English language in special education. It analyzes its impact on cognitive development, communication skills, and access to global educational resources. The article also presents effective methods for teaching English to children with special educational needs and examines the role of modern technologies, particularly artificial intelligence, in the language learning process.

Keywords: special education, English language, communication, development, TPR, teaching method

Арнайы педагогика ерекше білім беру қажеттіліктері бар балаларға тең білім алу мүмкіндіктерін жасауға бағытталған. Қазіргі заманда ағылшын тілі тек артықшылық емес, сонымен қатар ғылым, технология және халықаралық қарым-қатынас саласында қажеттілікке айналды. Шектеулі мүмкіндіктері бар балалар үшін ағылшын тілін үйрену жаңа білім алу, әлеуметтік бейімделу және кәсіби даму мүмкіндіктерін ашады.

Арнайы педагогикадағы ағылшын тілінің маңызы:

1. Когнитивті даму

Ағылшын тілін үйрену есте сақтау қабілетін, логикалық ойлауды және зейінді шоғырландыруды дамытады. Ерекше білім беру қажеттіліктері бар балалар үшін екі тілде сөйлеу когнитивті функциялардың дамуына көмектесіп, ақпаратты қабылдау мен талдау қабілетін жақсартады.

Ғалым Ахметова Г.Ж. өзінің зерттеулерінде ағылшын тілін меңгеру ерекше қажеттіліктері бар балалардың когнитивті дамуына оң әсер ететінін атап өтеді [1].

2. Қарым-қатынас дағдыларын дамыту

Ағылшын тілі – халықаралық тіл, оны білу ерекше қажеттіліктері бар балалардың қарым-қатынас аясын кеңейтуге көмектеседі. Бұл әсіресе сөйлеу немесе әлеуметтік дағдыларында қиындықтары бар балалар үшін маңызды, өйткені шет тілін үйрену олардың қарым-қатынас қабілеттерін жақсартудың бір әдісі бола алады.

Ермекбаева Л. өз еңбектерінде ағылшын тілін үйрену ерекше қажеттіліктері бар балалардың коммуникативтік дағдыларын дамытуға ықпал ететінін көрсетеді [2].

3. Білім беру ресурстарына қолжетімділік

Көптеген ғылыми зерттеулер, оқулықтар, онлайн курстар мен арнайы педагогикаға арналған әдістемелер ең алдымен ағылшын тілінде ұсынылады. Бұл тілді меңгеру оқушылар мен мұғалімдерге өзекті ақпарат пен озық оқыту әдістеріне қол жеткізуге мүмкіндік береді.

Төлеубекова Р. ағылшын тілін меңгеру ерекше қажеттіліктері бар балалардың білім беру ресурстарына қолжетімділігін арттыратынын атап өтеді [3].

Арнайы педагогикада ағылшын тілін оқытудың әдістері:

1. Коммуникативтік әдіс

Бұл тәсіл тірі қарым-қатынас жағдайларын жасауға негізделген, бұл балаларға тілді күнделікті өмірде белсенді қолдануға көмектеседі. Рөлдік ойындар, диалогтар және интерактивті тапсырмалар ерекше қажеттіліктері бар балаларға тілді оңай меңгеруге көмектеседі.

Власова Т.А. коммуникативтік әдістің ерекше қажеттіліктері бар балалардың тілдік дағдыларын дамытуда тиімді екенін көрсетеді [4].

2. Толық физикалық реакция әдісі (TPR)

Бұл әдіс тіл мен қимылды біріктіреді, бұл әсіресе оқуда қиындықтары бар балалар үшін пайдалы. Ағылшын тілінде берілген командаларға физикалық әрекеттермен жауап беру материалды жақсырақ есте сақтауға көмектеседі.

Ахметова Г.Ж. TPR әдісінің ерекше қажеттіліктері бар балалардың ағылшын тілін меңгеруінде тиімділігін атап өтеді [1].

3. Мультимедиялық технологияларды қолдану

Бағдарламалар, мобильді қосымшалар, бейнероликтер мен аудиоматериалдар тілді үйрену процесін көрнекі және қолжетімді етеді. Бұл әсіресе есту немесе көру қабілеті бұзылған балалар үшін маңызды.

Ермекбаева Л. мультимедиялық технологиялардың ерекше қажеттіліктері бар балалардың ағылшын тілін үйренуінде маңызды рөл атқаратынын көрсетеді [2].

4. Жеке оқыту әдісі

Әр бала ақпаратты қабылдау ерекшеліктеріне ие, сондықтан оқу бағдарламасын оның қажеттіліктеріне бейімдеу маңызды. Арнайы оқулықтарды, бейімделген мәтіндерді және интерактивті әдістерді пайдалану материалды жақсырақ меңгеруге ықпал етеді.

Власова Т.А. жеке оқыту әдісінің ерекше қажеттіліктері бар балалардың ағылшын тілін меңгеруінде тиімділігін атап өтеді [4].

Ағылшын тілін үйренудегі жасанды интеллекттің рөлі:

Қазіргі заманғы технологиялар арнайы білім беру саласына белсенді түрде енгізілуде және ағылшын тілін үйрену процесін жеңілдетеді:

Дауыстық көмекшілер (Siri, Alexa) балаларға дұрыс сөйлеу мен тыңдау дағдыларын дамытуға көмектеседі.

Жасанды интеллект негізіндегі қосымшалар (Duolingo, LingQ) оқу материалдарын оқушының деңгейіне бейімдейді.

• Автоматты аударма және субтитрлеу бағдарламалары есту қабілеті бұзылған балаларға шет тілін түсінуге көмектеседі [5].

Ағылшын тілі арнайы педагогикада маңызды рөл атқарады, когнитивті дамуды, әлеуметтік бейімделуді және ерекше қажеттіліктері бар балалар үшін білім беру мүмкіндіктерін кеңейтуді қолдайды. Инновациялық әдістер мен заманауи технологияларды, соның ішінде жасанды интеллектті пайдалану оқу процесін барынша қолжетімді және тиімді етеді. Ғалымдардың пікірлері бұл бағыттың ғылыми негізділігін растайды және болашақта арнайы білім беру саласында ағылшын тілін оқытудың маңыздылығын арттыра түседі.

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ТІКТОК ЖӘНЕ ҚЫСҚА ВИДЕОЛАР АРҚЫЛЫ АҒЫЛШЫН ТІЛІН ҮЙРЕНУ

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Резюме

В статье рассматривается влияние TikTok на изучение английского языка. Анализируется эффективность коротких видео и способы их использования для изучения иностранного языка.

Ключевые слова: TikTok, английский, изучение языка, онлайн-образование, короткие видео, социальные сети.

Summary

The article explores the impact of TikTok on learning English. It analyzes the effectiveness of short videos and their application in language learning.

Key words: TikTok, English, language learning, online education, short videos, social networks.

XXI ғасыр – ақпараттық технологиялар заманы. Бүгінгі тіл үйренушілер – цифрлық ортада туып-өскен жаңа буын, олар үшін дәстүрлі оқулықтардан гөрі, бейнемазмұн мен интерактивті платформалар тиімді. Әлеуметтік желілер, әсіресе TikTok, білім беру мен ақпарат алмасудың жаңа формасына айналды. Көптеген жастар шет тілін үйрену барысында TikTok-ты қолданып жүр. Бұл құбылыс педагогтар мен зерттеушілер назарын аудара бастады. Осы мақалада TikTok-тың шет тілін үйренуге әсері мен тиімділігіне, сондай-ақ оны қолданудағы қиындықтарға назар аударылады.

Tiktok-тың тіл үйренуге әсері және құндылығы

TikTok платформасында ағылшын тілін үйрететін контент түрі өте көп және әртүрлі. Бұл платформаның басты артықшылығы – визуал, дыбыстық және қысқа мазмұн арқылы бірден назар аударта алуы.[1]

• Интерактивтілік: Қолданушылар бейне астына сұрақ қойып, пікір білдіріп, жауап бере алады. Бұл тілді “біржақты” емес, “екіжақты” қабылдауға мүмкіндік береді.

• Тілді табиғи түрде қабылдау: Көптеген контент күнделікті өмірдегі тілдік жағдаяттарды бейнелейді, мысалы: дүкенде сөйлеу, шетелге шыққанда қолданылатын фразалар, достармен әңгімелесу және т.б.[2]

• Мотивация мен шабыт: Көптеген оқырмандар TikTok-тағы блогерлердің жетістігін көріп, тіл үйренуге деген қызығушылығы артады. Олар өздерін сол ортада елестетіп, сөйлеуге талпынады.

• Мультисезімдік оқыту: TikTok визуалды (бейне), аудиалды (дыбыс) және эмоционалды әсерді қатар қолданатын платформа болғандықтан, ақпарат жақсы есте қалады.

Қолдану тәсілдері мен әдістері

Тілді үйренуде TikTok-ты тиімді қолдану үшін жүйелі әрі мақсатты жоспар қажет. Оқушы мынадай әдістерді қолдана алады:

• Тақырып бойынша жазылу: Мысалы, грамматика, айтылым, сөйлеу практикасы бойынша әртүрлі парақшаларға жазылу.

• Сөздік дәптер жүргізу: Әр видео көргеннен кейін жаңа сөздер мен фразаларды дәптерге жазып, қайталау.

• Қайталау әдісі (spaced repetition): Алдыңғы көрген видеоларды қайталап қарау арқылы есте сақтау қабілетін арттыру.[3]

• Өз парақшаңды жүргізу: Тіл үйренуші өзі де ағылшынша сөйлеуге, видео түсіруге әрекет жасап, сөйлеу дағдысын дамыта алады. Бұл өзіндік мотивацияны арттырады.

Психологиялық әсері мен әлеуметтік тұстары

TikTok-тың мазмұны көбіне көңілді, жеңіл, қысқа болғандықтан, тіл үйренушінің эмоциялық күйіне жақсы әсер етеді. Мәселен:

• Күрделі грамматиканы түсіндіретін ойын элементтері (gamification);

• Сәтсіз сөйлеуден қорықпау – себебі блогерлер жиі қателікпен бөлісіп, “бәрі қате жасап үйренеді” деген идеяны ұстанады;

• Әлеуметтік қолдау сезімі – пікірлер арқылы басқа үйренушілермен байланыс орнатып, мотивация алады.[4]

Шектеулері мен қауіптері

Тиімді тұстарымен қатар, TikTok-ты тіл үйрету құралы ретінде қолданудың бірнеше шектеулері бар:

1. Жүйесіздік: Видеолар бірізділікпен берілмейтіндіктен, оқыту мазмұны ретсіз болады. Бұл оқушыны шатастырып, тіл үйренуді қиындатады.

2. Қате ақпарат: Кейбір контент авторлары кәсіби маман емес, грамматикалық қателіктерге жол береді. Бұл дұрыс емес білім қалыптастыруы мүмкін.

3. Тілді толық меңгеруге жеткіліксіз: Сөйлеу, жазу, тыңдалым және оқылым секілді барлық тілдік дағдыларды қамту үшін бір TikTok жеткіліксіз.[5]

4. Уақытты бос өткізу тәуекелі: TikTok-та білімдік контентпен қатар, көңіл көтеруге арналған видеолар көп. Тіл үйренуге бөлінген уақыт ойын-сауыққа ауысып кетуі мүмкін.

5. Санаға түсетін ақпараттық қысым: Тым көп ақпарат қысқа уақытта берілетіндіктен, когнитивті жүктеме артып, есте сақтау қиындайды [6].

TikTok – ағылшын тілін үйренудің жаңа әрі заманауи құралы. Ол оқушыға мотивация, жеңіл визуалды формат пен заманауи контент ұсынады. Бірақ бұл платформаны тіл үйренудің негізгі құралы емес, қосымша қолдаушы ресурс ретінде қолданған тиімді.

Қорытындылай келе, TikTok – тілді үйренуге кедергі емес, керісінше оны заманауи, қызықты әрі интерактивті түрде меңгеруге көмектесетін тиімді құрал бола алады.[7] Әсіресе, шет тілін күнделікті өмірде қолдану үлгілерін, сөйлеу мәнерін және жаңа сөздерді шынайы контексте көру – тіл үйренушіге зор мотивация береді. Алайда, бұл платформа жүйелі әрі терең білімнің орнын баса алмайтынын естен шығармаған жөн. TikTok – тек қосымша құрал. Нағыз нәтиже беру үшін ол кәсіби ресурстармен бірге қолданылуы қажет.

Сол себепті, менің ұсынысым:

TikTok-ты Oxford Practice Grammar, Cambridge English, YouTube тіл курстары және подкасттар сияқты дәстүрлі ресурстармен қатар қолдану;

Жай ғана трендке еруге емес, шынымен сапалы әрі тексерілген тіл үйретуші парақшаларды таңдауға мән беру;

Күнде үйренген сөздер мен сөйлемдерді күнделікке жазып, прогресті бақылап отыру;

TikTok-та өткізетін уақытты шектеу – мысалы, күніне 20-30 минут жеткілікті.

Тілді меңгеру – ұзақ әрі мақсатты процесс. Ал TikTok сол жолдағы шабыт беретін, қызықты серігіңіз бола алады.

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КӨПТІЛДІЛІК ЖӘНЕ ГАДЖЕТТЕРДІҢ БАЛАНЫҢ СӨЙЛЕУІНЕ ӘСЕРІ

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Резюме

В статье рассматривается влияние гаджетов и многоязычной среды на развитие речи у

детей. Отмечается, что чрезмерное использование цифровых устройств может замедлять развитие речи, снижать интерес к живому общению и вызывать смешение языков. Также затрагиваются трудности, возникающие у детей в многоязычной среде. Предлагаются практические рекомендации: ограничение экранного времени, приоритет родному языку, развитие диалога и помощь логопеда. Делается вывод, что при правильном подходе многоязычие и технологии могут способствовать развитию речи, а не мешать ему.

Ключевые слова:развитие речи, гаджеты, многоязычие, дети, родной язык, логопедия, экранное время, языковое смешение, коммуникация.

Summary

The article discusses the impact of gadgets and multilingual environments on children's speech development. It notes that overuse of digital devices can delay speech, reduce interest in live interaction, and cause language mixing. The article highlights common issues faced by multilingual children and offers solutions such as limiting screen time, focusing on the native language, encouraging conversation, and consulting a speech therapist. It concludes that with the right approach, multilingualism and technology can support speech development rather than hinder it.

Key words: speech development, gadgets, multilingualism, children, native language, speech therapy, screen time, language mixing, communication.

Қазіргі қоғамдағы «ақпараттық орта» баланы дамытудың негізгі ресурстарының бірі болғандықтан бұқаралық ақпарат құралдары балалардың әлеуметтенуінің маңызды факторы. Ал, «ақпараттық қауіпсіздікті» қамтамасыз ету мәселесі барынша мұқият назар аударуды талап етеді.Қазір балалар гаджеттермен ерте жастан танысады және көп тілді ортада өседі. Смартфондар, планшеттер мен компьютерлер күнделікті өмірдің ажырамас бөлігіне айналды. Көптеген ата-аналар гаджеттер мен көптілділік балаларының сөйлеуінің дамуына қалай әсер ететініне алаңдайды.Бір жағынан, гаджеттер ақпарат алудың, тілдерді үйренудің және жаңа дағдыларды үйренудің тиімді құралы болып табылады. Балалар мультфильмдер, оқу бағдарламалары және ойындар арқылы сөйлеу қабілетін дамыта алады. Көптілділік сонымен қатар танымдық қабілеттердің дамуына және мәдени көкжиектің кеңеюіне ықпал етеді.

Алайда, бұл факторлардың кемшілігі де бар. Ғылыми зерттеулер көрсеткендей, экран алдында шамадан тыс уақыт сөйлеу дамуының кешеуілдеуіне, сөздік қорының төмендеуіне және қарым-қатынас дағдыларының нашарлауына әкелуі мүмкін. Сонымен қатар, егер баланың ана тілі дұрыс қалыптаспаса, ол фонетикалық және грамматикалық қателіктер жібере отырып, тілдерді араластыра алады.Бұл мақалада гаджеттер мен көптілділіктің балалардың сөйлеуін дамытуға әсері қарастырылады, сонымен қатар осы мәселенің логопедиялық шешімдері ұсынамын.

Гаджеттер және сөйлеуді дамытуда баланың өмірінің алғашқы жылдары сөйлеу дағдыларын қалыптастыруда шешуші рөл атқарады. Егер бала гаджеттермен көп уақыт өткізсе:Ол тірі қарым-қатынастан алшақтайды және ересектерден емес, мультфильмдер мен ойындардан сөйлеуді үйренеді.Дыбыстарға еліктеу және сөздік қорын кеңейту баяу жүреді.Экраннан қабылданған сөздер эмоциялар мен интерактивтіліктен айырылады, бұл сөйлеудің табиғи дамуына кедергі келтіреді.Оған тілдерді ажырату қиын, өйткені экрандағы мазмұн бірнеше тілде болуы мүмкін.Гаджеттерге тәуелділік артып келеді, ал бала нақты адамдармен араласудан аулақ болады.Ғалымдардың зерттеулері гаджеттерді шамадан тыс пайдалану баланың миының сөйлеу орталықтарына теріс әсер етуі мүмкін екенін көрсетеді. Сондықтан ата аналарға экран уақытын шектеп тірі қарым қатынасқа артықшылық беру ұсынылады.Көптілділік және тілдерді араластыру мәселесінде көп тілді ортада өсетін балалар әртүрлі тілдердегі сөздерді жиі араластырады. Бұл мидың белсенді жұмысын көрсететін қалыпты процесс, бірақ белгілі бір қиындықтар туындауы мүмкін.Егер ана тілі жеткілікті дамымаған болса, бала грамматикалық және фонетикалық қателіктер жібере отырып, оны нашар қабылдауы мүмкін.[2,p.195]Кейбір балалар бұзылысы бар ана тілінде сөйлейді немесе дыбыстарды дұрыс айтпайды.Тілдердің араласуына байланысты жаңа

сөздерді меңгеру қиынға соғуы мүмкін.Балаға қай тілде сөйлеу керектігін анықтау қиын, сондықтан ол әр түрлі тілдегі сөздерді бір сөз тіркесінде қолданады.Кейбір балалар тілдер арасында ауысуда қиындықтарға тап болады, бұл олардың сөйлеу қарқынына әсер етеді.Көптілділіктің өзі зиянды емес, бірақ оның дұрыс қалыптасуы ата-аналардан ана тілінің дамуына жеткілікті көңіл бөлуді талап етеді. Егер ана тілі жоғары деңгейде меңгерілсе, бала басқа тілдерді оңай және тез үйренеді.Лингвистер билингвизмнің екі түрін анықтайды: теңдестірілген және теңгерімсіз. Бірінші нұсқада адамның санасында екі тіл бірдей дамыған, ал екіншісінде бір тіл басым болады.

Билингвизмнің кемшілігі – ана тілін өз уақытында меңгермеу. Мұндай адам өзін туған этникалық ортасында «бөтен» сезінуі мүмкін, және де психикалық жайсыздық орын алады.

Билингвизмнің негізгі мәселелерінің бірі- тілі шала меңгеруі, балада тілдік жүйе толық қалыптаспайды. Қазіргі уақытта ана тілін толық меңгермеген балалар саны көп, яғни олар сөздерді қазақша немесе орысша тілде екендігін ажыратпайды.

Шет тілін оқыту баланың ана тілі толық қалыптасқаннан кейін ғана енгізілуі керек, бұл шамамен 9-12 жастан басталады. Бұл кезең «ұлттық-мәдени сәйкестіктің қалыптасу» кезеңі деп аталады. Егер осы уақыт ішінде баланың ана тілі қалыптаспаса, онда теңгерімсіз билингвизм дамуы мүмкін, яғни басқа шет тілі ана тілінің орнын басады. Сегіз жасқа дейін бала ана тілінің барлық грамматикалық формаларын меңгеруі керек .[1]

Сөйлеу тілінің дамуындағы құрдастар ықпалы зор. Құрдастары мен ересектердің

қарым-қатынасын, тілдесуін салыстырғанда баланың сөйлеу тіліне қатысты оң нәтижелер көп байқалады. Құрдастарымен ойын барысында әр түрлі жағдаятқа орай бала тіл компоненттерін еркін және тез меңгереді, сөздік қоры молайып белсенді пайдаланады, байланыстырып сөйлеу тілі тез дамиды. Балалар тілінде сөз таптарының, етістіктердің, сын есімдердің, үстеулердің т.б. және олардың формаларының әртүрлілігін қолдануы байқалады екен.[4]

Ата аналар мен мамандар баланың сөйлеу дамуын жақсарту үшін келесі әдістерді қолдана алады:

1. Гаджеттерді шектеу: 2 жасқа дейінгі балаларға экран уақыты ұсынылмайды.2 жылдан кейін экран уақыты күніне 30 минуттан аспауы керек.Гаджеттер қарым-қатынастың негізгі әдісі ретінде емес, қосымша оқу құралы ретінде пайдаланылуы керек.

2. Тікелей байланыс:Баламен үнемі сөйлесу, оның сұрақтарына жауап беру және өз сұрақтарыңызды қою.Ертегілерді оқу, ән айту және күнделікті жағдайларды талқылау.

3. Ана тіліне назар аудару:Егер бала көптілді ортада өссе, онымен үнемі ана тілінде сөйлесу маңызды.Отбасында тілдік орта құру, ана тілінде сөйлесуді ынталандыру.Ана тілін дамыту үшін ойындарды, кітаптарды және мультфильмдерді пайдаланыңыз.

4. Логопедке жүгіну:Егер балада сөзді айтуында мәселе болса, сөйлеудің кешігуі немесе басқа сөйлеу бұзылыстары болса, логопедпен кеңесу керек.Логопед артикуляциялық жаттығулар мен арнайы әдістерді ұсына алады.

5. Сөздік қорын дамыту:Балаға жаңа сөздерді үйрету және оларды күнделікті өмірде қолдануға ынталандыру.Суреттермен сөздерді түсіндіріңіз, кітаптар оқыңыз және олардың мазмұнын талқылаңыз.

6. Тілдерді ажырату:Егер бала бірнеше тілді үйренсе, олардың арасындағы айырмашылықты түсіндіру маңызды."Бұл қазақ тілінде, ал бұл ағылшын тілінде"деп нақты айтып түсіендірген жөн.[3,p.245]

Қорытынды: Қазіргі заманғы көптілділік және гаджеттерді ерте жастан пайдалану баланың сөйлеу дағдыларына әртүрлі әсер етуі мүмкін. Бұл факторлар сөйлеу дамуын қолдауы да, тежей алуы да ықтимал. Егер бала гаджеттерді шектеусіз пайдаланса және табиғи қарым-қатынас аз болса, оның тілдік дағдылары баяу қалыптасады, сөздік қоры шектеулі болады, сөйлеу дағдыларында қателер пайда болуы мүмкін.[4]

Көптілділіктің де өз ерекшеліктері бар. Баланың ана тілі жеткілікті деңгейде қалыптаспаса, ол бірнеше тілді араластырып қолдануы мүмкін, бұл болашақта грамматикалық және фонетикалық қиындықтарға әкелуі ықтимал. Бірақ дұрыс

ұйымдастырылған тілдік ортада көптілділік баланың когнитивті дамуына оң әсерін тигізеді.Жоғарыда аталған әдістерді қолдану арқылы баланың сөйлеу дағдыларын дұрыс дамытуға болады. Егер балаға тілдік қолдау көрсетілсе және гаджеттерді қолдану бақыланса, көптілділік оның болашағы үшін үлкен артықшылыққа айналады. Бұл жағдайда бала бірнеше тілді еркін меңгеріп, сауатты және тілдік дағдылары жетік дамыған тұлға болып өседі

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ӘОК 373.5

THE ROLE OF VIDEO MATERIALS IN THE DEVELOPMENT OF LANGUAGE SKILLS OF SECONDARY SCHOOL STUDENTS

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Summary

This article explores the role of video materials in developing language skills among secondary school students. It highlights the benefits of using video content, such as improved listening comprehension, pronunciation, vocabulary expansion, and cultural awareness. Different types of video materials, including educational lectures, authentic content, and interactive animations, are examined. The article also discusses effective strategies for integrating video materials into language learning, such as using subtitles, the pause-and-repeat method, and discussion activities. Additionally, it addresses challenges like passive learning, technical limitations, and the need for teacher guidance. The conclusion emphasizes the future potential of video-assisted learning, driven by technological advancements.

Key words: Video materials, language learning, secondary school, listening comprehension, pronunciation, vocabulary development, cultural awareness, interactive learning, digital education, teacher guidance, educational technology.

Резюме

В статье рассматривается роль видеоматериалов в развитии языковых навыков у учащихся средней школы. Рассматриваются преимущества использования видео, включая улучшение восприятия на слух, произношения, расширение словарного запаса и знакомство с культурными аспектами. Анализируются различные виды видеоконтента, такие как образовательные лекции, аутентичные материалы и интерактивные анимации. Описаны эффективные стратегии их внедрения, включая использование субтитров, метод «пауза и повтор», а также дискуссионные задания. Кроме того, выделены основные проблемы, такие как пассивное обучение, технические ограничения и необходимость педагогического сопровождения. В заключении подчеркиваются перспективы развития видеообучения с учетом технологических инноваций.

Ключевые слова: Видеоматериалы, изучение языка, средняя школа, восприятие на слух, произношение, развитие словарного запаса, культурная осведомленность, интерактивное обучение, цифровое образование, педагогическое сопровождение, образовательные технологии.

In the context of rapid technological advancement, the educational process is undergoing significant transformations. One of the most effective tools for enhancing foreign language

acquisition is the integration of video materials into the learning process. In secondary education, the study of English requires not only mastering grammatical structures and vocabulary but also developing comprehensive language competence, including listening, speaking, reading, and writing skills. Video materials serve as a powerful medium for facilitating language acquisition by combining audiovisual input with active student engagement [1].

The theoretical and practical foundations of video-based learning in foreign language education are well established. Firstly, exposure to authentic video content enables learners to familiarize themselves with natural speech patterns, diverse accents, and variations in intonation and speed. Secondly, video materials contribute to the development of communicative competence by fostering discussions, expanding vocabulary, and improving pronunciation. Thirdly, the integration of video content into the curriculum enhances learner motivation, as it creates a dynamic and interactive learning environment.

Thus, video materials play a crucial role in optimizing language instruction by providing learners with immersive and contextually rich exposure to the target language. This article examines the theoretical foundations of video-assisted language learning, its impact on the development of linguistic skills, as well as the advantages and potential challenges associated with its implementation in secondary education.

The use of video materials in language education provides numerous advantages for secondary school students. Unlike traditional textbooks, videos combine visual and auditory elements, making the learning process more engaging and effective. They help students develop essential language skills, such as listening comprehension, pronunciation, vocabulary acquisition, and cultural awareness [2].

Improved listening comprehension. Listening is one of the most challenging aspects of language learning, as real-life speech is often fast-paced and includes various accents, intonations, and informal expressions. Video materials expose students to authentic speech patterns, helping them improve their ability to understand spoken language in different contexts. Watching videos with subtitles can further enhance comprehension by allowing learners to associate spoken and written forms of words. Over time, students develop the ability to recognize speech structures, predict meanings from context, and understand conversations more naturally.

Development of pronunciation and intonation. Pronunciation and intonation are crucial for effective spoken communication. Videos provide students with examples of native speakers using natural speech rhythms, stress patterns, and intonations. By imitating these models, learners can improve their pronunciation and develop more natural-sounding speech. Additionally, video content often includes facial expressions and lip movements, which can help students understand how certain sounds are formed. Practicing along with video dialogues and repeating key phrases can significantly enhance spoken fluency.

Expansion of vocabulary. Video materials expose students to a wide range of vocabulary in context, making it easier to learn and remember new words. Unlike isolated vocabulary lists, videos provide meaningful interactions where words and phrases are used naturally. For example, watching a cooking show in a foreign language introduces students to food-related terms, while a news report expands their knowledge of current events vocabulary. Subtitled videos allow learners to see the spelling and pronunciation of new words simultaneously, reinforcing retention.

Enhancing cultural awareness. Language is deeply connected to culture, and understanding cultural context is essential for effective communication. Videos offer an immersive experience by showcasing real-life situations, traditions, and social interactions. Watching movies, documentaries, interviews, and even advertisements in the target language helps students develop a deeper appreciation of cultural differences. This exposure also improves their ability to interpret nonverbal cues, gestures, and idiomatic expressions that may not be easily understood from textbooks alone.

By incorporating video materials into language learning, students gain a more holistic and interactive experience. They not only develop technical language skills but also build confidence in using the language in real-world situations. As a result, video-based learning enhances both linguistic competence and cultural understanding, making it a valuable tool for secondary school

education.

Video materials play a crucial role in language learning by offering diverse formats that cater to different learning styles. Depending on their purpose and content, videos can be categorized into three main types: educational videos, authentic content, and interactive or gamified videos [4]. Each type contributes uniquely to the development of language skills among secondary school students.

Educational Videos (Lectures, Tutorials). Educational videos are specifically designed for learning purposes and provide structured content on grammar, vocabulary, pronunciation, and communication skills. These videos often include explanations by teachers, visual aids, and step-by-step demonstrations to simplify complex language concepts. Examples of educational video content include:

1.Grammar tutorials – Videos explaining sentence structures, verb tenses, and common grammar rules.

2.Pronunciation guides – Lessons focusing on correct pronunciation and phonetic differences.

3.Vocabulary-building lessons – Videos introducing new words with definitions, context, and example sentences.

4.Listening exercises – Audio-visual materials that train students to recognize speech patterns.

Educational videos are particularly useful for beginners and intermediate learners, as they provide a clear and systematic approach to language acquisition.

Authentic Content (Movies, TV Shows, Interviews). Authentic video content includes real-world media that is not created specifically for educational purposes but offers valuable exposure to natural language use. This type of content helps students develop listening comprehension, learn idiomatic expressions, and familiarize themselves with cultural nuances. Examples of authentic video materials include:

1.Movies and TV shows – Provide exposure to informal and formal language, regional accents, and social interactions.

2.Interviews and talk shows – Help students understand spontaneous speech, different speaking styles, and real-life discussions.

3.News broadcasts – Improve students' ability to follow fast-paced speech and learn academic or professional vocabulary.

4.Vlogs and social media videos – Present conversational language, slang, and everyday expressions in a natural context.

Using authentic video content helps students develop a deeper understanding of how language is used in daily life and encourages them to engage with real-world communication.

Interactive and Gamified Videos (Quizzes, Animations). Interactive and gamified videos make language learning more engaging by incorporating interactive elements such as quizzes, role-playing scenarios, and animations. These types of videos encourage active participation and reinforce learning through immediate feedback. Examples include:

1.Gamified learning apps (e.g., Duolingo, Kahoot!) – Offer interactive challenges and rewards for mastering vocabulary and grammar.

2.Animated storytelling – Uses visual storytelling to teach new words and phrases in an entertaining way.

3.Quiz-based videos – Pause the video at key moments to ask comprehension questions or require learners to complete missing words.

4.Simulation videos – Provide real-life scenarios where students can practice responding to different situations.

Interactive and gamified video content is particularly effective for younger learners and those who benefit from a hands-on, engaging learning experience.

To maximize the benefits of video materials in language learning, educators and students should use effective strategies that enhance comprehension, engagement, and retention. The following methods can help integrate video content into both classroom instruction and self-study [3].

Subtitled Videos for Comprehension Use native language subtitles for beginners, target

language subtitles for intermediate learners, and no subtitles for advanced learners to enhance listening skills.

Pause-and-Repeat Method Pause the video, repeat key phrases, and mimic pronunciation to improve fluency and intonation.

Discussion and Reflection Activities Summarize, discuss, and analyze video content to strengthen speaking and critical thinking skills.

Integration into Classroom and Self-Study Use videos for interactive classroom tasks or self-study to reinforce vocabulary and comprehension.

Note: This table presents key strategies for integrating video materials into language learning.

While video materials offer many benefits for language learning, they also present certain challenges that need to be addressed for effective use [5].

One major issue is the risk of passive learning. Students may watch videos without actively engaging, which limits their learning progress. To prevent this, educators should incorporate activities such as discussions, comprehension exercises, and speaking tasks that encourage active participation.

Another challenge is technical and accessibility issues. Not all students have access to reliable internet, suitable devices, or necessary software. This digital divide can create difficulties in implementing video-based learning, especially in areas with limited resources.

Additionally, the need for teacher guidance is crucial. Without proper instructions, students may struggle to use video materials effectively. Teachers should provide structured tasks, clear learning objectives, and follow-up activities to ensure that videos are used as an active learning tool rather than just passive content consumption.

By addressing these challenges, educators can maximize the benefits of video-assisted language learning and create a more engaging and effective learning experience.

In conclusion, video materials are an effective tool for developing language skills, enhancing listening, pronunciation, vocabulary, and cultural awareness. Using different types of videos with strategies like subtitles, repetition, and discussions makes learning more engaging and effective.

However, challenges such as passive learning, technical limitations, and the need for teacher guidance must be addressed. Educators should ensure active participation and accessibility to maximize the benefits of video-assisted learning.

With ongoing advancements in technology, video-based language learning will continue to evolve, offering more interactive and personalized experiences for students.

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UDC 378.147.88:37

USING AUTHENTIC MATERIALS IN ENGLISH LESSONS

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Түйін

Мақала лексикалық тыңдау дағдыларын дамытуға арналған бейнефильмдердің ерекшеліктерін және тілдік аудиторияда оны қолдану бойынша негізгі ұсыныстарды қоса алғанда, түпнұсқалық материалдармен жұмыс істеу әдістерінің жиынтығын ашуға арналған.

Түйін сөздер: шынайы материал, оқу процесі, ана тілі, оқыту әдістері, лексикалық дағдылар, оқыту әдістері.

Аннотация

Статья посвящена раскрытию комплекса приемов работы с аутентичными материалами, в том числе раскрывается особенности видеофильмом для развития лексических умений аудирования и основные рекомендации по его использованию в языковой аудитории.

Ключевые слова: аутентичный материал, процесс обучения, носитель языка, приемы обучения, лексические навыки, приемы обучения.

Authentic materials motivate learners because they are more intrinsically interesting and provide a greater stimulus for learning than artificial or inauthentic materials. Supporters of this view include Allwright (1979, article "Language Learning through Communication"), Freeman and Holden (1986, article "Authentic Audio Materials"), Little and Singleton (1991, article "Authentic Texts, Pedagogical Grammar, and Language Awareness in Foreign Language Learning"). Little, Devitt and Singleton (1989, book "Learning a Foreign Language with Authentic Texts: Theory and Practice"), Swaffar (1985, article "Reading Authentic Texts: A Cognitive Model"), King (1990, article "Linguistics and Cultural Competence: Can They Live Happily Together?"), Bacon and Finnemann (1990, article "A Study of the Attitudes, Motives and Strategies of Language Students and Their Attitudes to Oral and Written Authentic Texts") add that authentic texts bring the reader closer to the target language culture, making learning more enjoyable and therefore increasing motivation. Far fewer researchers believe that authentic materials reduce student motivation because they are too difficult: Williams (in their 1983 article “Communicative Reading”), Freeman and Holden (in their 1986 article “Authentic Audio Materials”), Morrison (in their 1989 article “Using New Radio Broadcasts to Understand Authentic Audio Materials”) [1].

In the works of foreign and Russian methodologists, we come across different classifications of authenticity.

Lier L. identifies three types of authenticity: authenticity of material, pragmatic authenticity, and personal authenticity.

Breen M.P. identifies 4 types of authenticity: authenticity of texts used in the learning process, authenticity of the perception of these texts, authenticity of learning tasks, and authenticity of the social situation in the lesson. He puts the authenticity of texts first.

However, there is no consensus on which text can be considered authentic in methodological terms. This property is inherent not to the text as such, but to the text in a specific context, which is created by three other types of authenticity.

Nosonovich E.V. and Milrud R.P. (Nosonovich, Milrud, 1999: 6-12) consider the substantive aspects of the authenticity of an educational text and identify 7 such aspects.

1. Cultural authenticity - the use of texts that form ideas about the specifics of another culture, about the features of everyday life, about the habits of native speakers.

2. Informative authenticity - the use of texts that carry information that is significant for students, corresponding to their age characteristics and interests.

3. Situational authenticity presupposes the naturalness of the situation offered as an educational illustration, the interest of native speakers in the stated topic, the naturalness of its discussion.

4. Authenticity of the national mentality, explaining the appropriateness or inappropriateness of using a particular phrase.

5. Reactive authenticity - when developing an educational text, it must be given the ability to evoke an authentic emotional, mental and verbal response in students.

6. Authenticity of design, which attracts the attention of students and facilitates understanding of the communicative task of the text, establishing its connections with reality.

7. Authenticity of educational tasks for texts - tasks should stimulate interaction with the text, should be based on operations that are performed outside of class time when working with information sources[2].

Thus, there is no global, generalized definition of authenticity. It is a set of a number of conditions, various types of authenticity, and the degree of presence of one or another type may vary depending on the situation. Each of the constituent elements of the lesson - texts, educational tasks, the environment in the lesson, educational interaction - has its own criteria that allow you to distinguish authentic from inauthentic. The teacher's task is to achieve a harmonious combination of all parameters of authenticity.

Gebhard J.G. offers the following classification:

Authentic audiovisual materials - television advertising, feature and documentary films, television shows, cartoons, clips, news, etc.

Authentic audio materials - audio books, songs, advertising and radio broadcasts, etc.

Authentic visual materials - paintings, photographs, slides, road signs, illustrations, stamps, postcards, etc.

Authentic printed materials - newspaper articles, sports columns, song lyrics, programs, telephone directories, tourist brochures, comics, checks, tickets, etc.

Realities (objects) - coins, cash, masks, toys, etc. The advantages of authentic materials as a teaching aid are obvious; they have been widely covered in the methodological literature of both domestic and foreign authors (Milrud R.P.; Nosonovich E.V.; Zhoglina G.G.; Scarcella R.C. , and others):

The language presented in authentic materials acts as a means of real communication, reflects the real linguistic reality, the features of the functioning of language as a means of communication and the natural environment.

With the use of authentic materials, the risk of distorting foreign-language reality is reduced: being evidence of modern civilization in the country of the studied language, they reflect the ideas and opinions currently prevalent in society.

Due to the absence of a didactic focus, the information presented with the help of authentic materials in a non-linguistic environment has a high level of authority; naturalness causes greater cognitive activity, while educational materials perform a purely educational function and reflect fictitious situations that do not exist outside of the lesson, thereby reducing motivation, the reliability of the information presented, their use can subsequently complicate the transition to understanding materials taken from "real life". However, despite the numerous advantages of authentic materials, there is no consensus on their preferential use. The use of authentic materials in the context of teaching a foreign language outside the language environment is limited by the level of students' language proficiency and serious socio-cultural difficulties that students experience when working with them [3].

Let's look at some techniques for working with video, which are offered by the foreign methodologist Susan Stempleski [5]: "prediction", "frozen frame", "viewers and listeners", "one sound", "true or false", "filling in the gaps in the dialogue", "video dictation", "role play", studying behavior, "thoughts and feelings", story, comparison of cultures, etc.

"Viewers and listeners"

This technique is one of the most interesting techniques for working with video. The teacher

divides the students into two groups. The first group watches the video, and the other listens. Then the viewers explain to the listeners what they saw.

Using this technique, you can give students the following tasks:

"Choose a role": viewers and listeners choose a role in accordance with the events (for example, in a murder scene they can be detectives). Listeners ask questions to the viewers, with the help of which they learn about the plot of the film, then pass this information on to the teacher;

"Tell me what happened": first, the audience describes the event to the teacher as they understood it from what they heard, then the viewers tell the teacher what they saw and understood.

Sequence of the technique:

The teacher selects a fragment;

The students are divided into two groups: viewers and listeners; The teacher explains the task;

The teacher turns on the video first with sound, then with image;

The teacher asks the audience what they heard;

The listeners ask the viewers leading questions, the viewers answer;

The teacher asks one or two viewers, who have not participated much in the conversation, to summarize what they understood;

All students watch the entire fragment with sound and image.

2. "Freeze Frame"

The "Freeze Frame" technique involves pressing the "pause" button on the VCR in order to "freeze" the picture on the screen. "Freeze Frame" allows the audience to examine individual images in more detail. This is very useful for detailed study of the language.

Using this technique, you can give students the following task: the teacher freezes the frame and asks the listeners to describe in detail what they see in the picture, the picture can also be used to get acquainted with new words.

Sequence of the technique:

1) the teacher informs the students that he will periodically freeze the picture and ask questions about the frames where the action was set;

2) the teacher turns on the video with sound and pauses in those places that he considers necessary;

3) the teacher asks the students to complete the task;

4) the teacher writes the results on the board in English;

5) after this, the students summarize what they learned from the video.

3. "Prediction"

The "Prediction" technique is one of the simplest techniques for using video for group work. The teacher stops the video and asks the class what will happen next. This technique is useful for developing the skills of perceiving foreign language speech by ear. Using this technique, you can give students the following tasks:

the teacher introduces 5-6 new words that students may encounter in the video clip, but one or two of the words presented may not be used in the video. Before watching the recording, students predict what words they will hear based on the title of the clip, and then watch the video to find out whether they were right or wrong. This task can be used to introduce difficult words;

the teacher stops the video without showing it to the end and asks them to write a possible ending. After this, students watch the rest of the video clip and compare their guesses with real events;

students are asked to watch an untitled video clip. At the end of the clip, students suggest suitable titles for the video and explain their choice.

4. "One Sound"

The "One Sound" technique is as follows: students listen to the text of a video recording without an image and imagine a picture.

The following tasks can be offered to use this technique:

"Description of a person by voice". Students, after listening to a phrase or several phrases in the presentation of an unfamiliar person, must describe his external and internal qualities only by

the sound of his voice.

"Who is this?" A fragment is turned on where a person or character is described without indicating his name. Students must determine who is being described in this fragment. It is very important that the screen is covered with something during this type of activity.

Sequence of performing the technique:

the teacher gives several key words visually;

the teacher sets the students to understand the meaning of words and their further use;

the teacher explains to the students their actions: they must choose words that describe the speaker, but their opinion should be based only on the sound of the voice;

the teacher closes the screen and turns on the video;

the teacher asks the students to provide possible answers;

the teacher turns on the video with sound and image when the video fragment is shown for the second time;

the students compare their guesses with what they saw on the screen.

5. "True or False"

When using this technique, the teacher develops students' lexical listening skills. Expressions from the video clip are written on the board.

Before watching the video fragment, the teacher must make sure that all the expressions presented on the board are understood by the listeners. Then the teacher informs the listeners about the inclusion of a fragment that will contain the necessary information, and gives the task to watch the fragment carefully to determine whether the statements are correct or not. After watching the video fragment, the students decide which statement is true and which is false.

6. "Filling in the gaps in the dialogue"

To work with this technique, the teacher hands out cards with a dialogue where one speaker's speech is missing, and then asks the students to fill in the missing lines after watching the dialogue. For weak students, the teacher can turn on the video fragment twice, while orienting them to the fact that after the first viewing of the video fragment they need to try to understand what is being discussed, after the second viewing - to write down all the information that they understood from the dialogue, while the teacher freezes the frame after each missed line. After this task, the students play the dialogue in pairs, and then several pairs show their work. After this, the teacher turns on the video fragment, and the students compare their dialogues with the dialogue shown on the screen. The techniques discussed above are used mainly at the demonstration stage.

Thus, teaching a foreign language using authentic material will only be successful when this process is strictly controlled by the teacher, takes place in stages and includes a competent selection of a system of specially developed techniques and exercises that correspond to the goals and objectives of the training.

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УДК 81’373

CRITERIA ASSESSMENT ACCORDING TO THE UPDATED CURRICULUM OF

EDUCATION IN TEACHING ENGLISH

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Аңдатпа

Мақалада критериалды бағалау жүйесі ашылады, оған мыналар кіреді: формативті бағалау, жиынтық бағалау және диагностикалық бағалау. Қалыптастырушы бағалауды «оқыту үшін бағалау» деп те атайды.

Кілт сөздер: оқыту әдістері, функционалдық сауаттылық дағдылары, коммуникативті дағдылар, бағалау әдістері, сын тұрғысынан ойлау

Аннотация

В статье раскрывается система критериального оценивания, в которую, входят такие виды как: формативное оценивание, суммативное оценивание и диагностической оценивание. Формативное оценивание еще по-другому называют «оценивание для обучения»

Ключевые слова: методы обучения, функциональная грамотность, коммуникативные навыки, интегрированные методы, критическое мышление, оценивание.

The introduction of the criteria-based assessment system also affected the educational process at school and in a higher educational institution. In pedagogical specialties, future teachers are trained who will work in schools in Kazakhstan.

It is important that students should know all the innovations that have affected the educational process at school. It is absolutely necessary to modernize the educational process at the university in accordance with all the changes that are in secondary education. This is especially true of changing the system for assessing the educational achievements of students.

Already, university teachers have included the developed criteria for assessing various aspects of educational activity in each academic discipline in their working curricula.

At this stage, it is necessary to familiarize future teachers with all aspects of the modernization of secondary education, since they will need this knowledge during the period of their teaching practice, as well as in their future work. It is especially necessary to introduce a system of criteria-based assessment at the university, as this will help students to freely navigate in the educational process and facilitate their understanding of all aspects of this type of assessment.

Acquaintance with the system of criteria-based assessment can be carried out in the academic disciplines of the methodological cycle. Here you can familiarize students with the main aspects of criteria-based assessment, teach how to correctly draw up criteria and descriptors for different types of educational activities.

This work is extremely important as it prepares students for future teaching activities.

The system of criteria-based assessment includes such types as: formative assessment, summative assessment and diagnostic assessment. Formative assessment is also called "assessment for learning" [1].

The purpose of formative assessment is to adjust the activities of the teacher and students in the learning process. Adjustment of activities involves the setting of tasks by the teacher, or together with the students to improve learning outcomes.

Formative assessment enables the teacher to track the progress of students towards the goals of their learning and helps him to correct the educational process at the early stages, and the student - to realize a greater degree of responsibility for their education.

This type of assessment has also been present in the university for a long time in the form of current assessment, but this assessment only fixed whether the student knows or does not know this or that amount of knowledge.

This approach is inconsistent with the principles of formative assessment.

With this type of assessment, feedback must be provided to ensure progress in learning. The structure of formative assessment includes such items as: defining learning objectives and success

criteria, identifying evidence of learning, interpreting evidence, identifying gaps in learning, feedback.

Teachers should be guided by the following principles of formative assessment: significance, adequacy and fairness, integration, openness, accessibility and benevolence [2, 45–46].

The system of evaluation of educational achievements . The use of various forms and methods of evaluation is of great importance in student-centered learning. If students are given the opportunity to improve their knowledge and skills and determine in which direction to work in the future, the teacher receives the information necessary for a deep understanding of the content of the student's learning and independence in learning.

Rational use of various methods, methods and techniques of evaluation to collect data in order to determine the degree of formation of students ' skills of understanding the topic allows the teacher to systematize learning, i.e. take into account the requirements and capabilities of each student, and the student controls the formation of his knowledge, high competencies necessary for later life.

Assessment is the main tool for measuring the diagnosis and achievements of educational problems, feedback, familiarity of participants in the educational process (students, teachers, parents, the state) with the conditions, problems and achievements of education. The system of evaluation of educational achievements of students-the main element of the educational process, which assesses the quality of the development of the educational program.

Currently, the school education system uses the words evaluation, evaluation, designation only as a synonym. But in fact it is not so.

Assessment is the process of collecting, recording, recording and interpreting information about a teacher in order to control the educational and cognitive activity of students, as well as to improve the quality of education.

Evaluation-the result of an evaluation process, action or evaluation service, quality feedback information"[2].

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УДК 81’373

THE ROLE OF CRITERIA-BASED ASSESSMENT IN ENGLISH LANGUAGE LESSONS IN THE UPDATED SECONDARY EDUCATION PROGRAM IN THE REPUBLIC OF KAZAKHSTAN

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Түйін

*Мақалада жаңартылған бағдарлама аясында қалыптастырушы бағалау мен жиынтық бағалау түрлері**,** түрлі әдістері мен формалары комуникативтік, интербелсенді, интегративтік, кіріктірмелі әдістер жайлы айтылған.*

Кілт сөздер: оқыту әдістері, функционалдық сауаттылық дағдылары, коммуникативті дағдылар, бағалау әдістері, сын тұрғысынан ойлау

Аннотация

В статье раскрываются формы как суммативного и формативного оценивания, в рамках обновленной программы, а также коммуникативные, интерактивные, интегративные, интегрированные методы.

Ключевые слова: методы обучения, функциональная грамотность, коммуникативные навыки, интегрированные методы, критическое мышление, оценивание.

Information technologies, which are freely used in all spheres of human activity that meet modern requirements, are an integral part of our daily lives. Effective use of information technology accelerates and facilitates the process of working with different types of information presented in digital form. One of the priority directions of education is the formation of computer literacy of students. The acquisition of computer skills and competencies by students, on the one hand, the requirement of time, on the other hand, this requirement is associated with the provision of resources and technical means to communicate with various educational areas used as an effective means of teaching other educational subjects of information technology.

Currently, all children can use information technology and even play in the ear of the computer.Since they are in the performance of high-level tasks find information through the Internet and prepare for classes.It shows interest of our students to learning of English language.

There are several definitions in the concept of "skills of the XXI century". In the Center of excellence uses the structure developed in the framework of the project on definition and selection of competencies developed by the Organization for economic cooperation and development (OECD) in the framework of programs of professional development of teachers. At the same time competence " is much more difficult than just knowledge and skills. It includes the ability to mobilize and rely on psychological resources (including skills and life principles) in certain situations, to solve complex problems. For example, the ability to communicate effectively is a competence based on a person's linguistics, practical skills in the field of information technology and the ability to build relationships with others."

In the updated General education programs the following values and skills to be formed are defined.

The above values and skills are taken into account in the development of curricula that define the knowledge, skills and competencies of the discipline. This can be seen in the curriculum of the discipline "English", which provides all these values and skills.

Griffin and other authors [1] in the course of reforming educational programs, changes based on educational standards have become clearer and clearer. In the documentation of educational programs of such countries as England, Germany,Norway, Singapore and Australia

the expected results from teachers and students are clearly indicated.

In the global study it was determined that the educational program and evaluation play an important role in formulating expected results from the learning process.

This approach was used to determine the expected results of Griffin and other schools This reality in determining what students should know and be able to do will help ensure a high result from all students across Kazakhstan and allow teachers to effectively implement educational programs.We are not mistaken to say that a great contribution to quality and efficient work [2].

Content features of the updated General education programs:

- the principle of complexity of designing the content of the discipline, i.e. gradual, both vertical and horizontal expansion of educational material in improving knowledge and skills (complication of knowledge on topics and classes).);

- ierarhia of learning objectives in bloom's taxonomy is based on a tiered classification of thinking skills on the most important types of subject and law cognition;

- Implementation of strategies in the field of spiritual modernization;

- to make it possible to take into account the maximum intra-pedagogical communication goals at the levels of education and training courses in General;

-the presence of "common themes" between the subjects of one sphere of education, as well as in the implementation of interdisciplinary relations,the topics of the section in all disciplines are identical in subjects of Russian ,Kazakh,English combined with each other.;

- compliance of the content of the sections and proposed topics with the requirements of the time,

focus on building social skills;

- organization of the educational process in the form of long-term, medium-term, short-term plans, compliance plans.

The system of evaluation of educational achievements . The use of various forms and methods of evaluation is of great importance in student-centered learning. If students are given the opportunity to improve their knowledge and skills and determine in which direction to work in the future, the teacher receives the information necessary for a deep understanding of the content of the student's learning and independence in learning.

Rational use of various methods, methods and techniques of evaluation to collect data in order to determine the degree of formation of students ' skills of understanding the topic allows the teacher to systematize learning, i.e. take into account the requirements and capabilities of each student, and the student controls the formation of his knowledge, high competencies necessary for later life.

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Currently, the school education system uses the words evaluation, evaluation, designation only as a synonym. But in fact it is not so.

Assessment is the process of collecting, recording, recording and interpreting information about a teacher in order to control the educational and cognitive activity of students, as well as to improve the quality of education.

Evaluation-the result of an evaluation process, action or evaluation service, quality feedback information"[3].

Sign – conditionally formal symbol that forms the assessment of educational achievements of the student in numbers, letters or in another form.

To achieve a qualitative result in the training of students, the current assessment should be as follows:

- clear to all participants of the educational process;
- flexible;
- a lot of equipment;
- psychologically positive.;
- structured a lot.

In order to effectively assess the educational achievements of students, the teacher must successfully use the following types of assessment: diagnostic, formative(formative), summary.

The purpose of the assessment of educational achievements of students is to determine the degree of compliance of the educational results in advance of the planned level.

Assessment:

- to focus on the criteria for achieving students ' goals and learning outcomes.;
- to Orient the activities of teachers to improve the technology of individual development of each student, namely:::

give the student the information necessary to make the right decisions in further training (where to direct their forces, why to pay attention, what to improve, what to correct, which side to improve);

formation of students ' self-esteem skills;

- the presence of alcohol in contact with the students;
- further work in relation to the student.;
- providing information:
- students in the classroom;
- parents at the level of knowledge;
- School and settlement (district, city, region, etc.) formation of information transfer

policy"[3].

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УДК 81’373

FEATURES OF THE DEVELOPMENT OF THE CULTURE OF COMMUNICATION IN FOREIGN LANGUAGE CLASSES

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Түйін

Мақала шет тілі мәдениетінің психологиялық мазмұнын меңгеруге бағытталған шет тілі мәдениетінің мәдени мазмұнын меңгеруге бағытталған білім арқылы шет тілінде қарым-қатынас мәдениетін дамыту үдерісіне арналған.

Түйін сөздер: қабілеттер, психологиялық функциялар, шет тілі мәдениеті, диалог, қарым-қатынас, когнитивтік аспект.

Аннотация

Статья посвящена процессу развития культуры общения по иностранному языку, через познание, направленное на освоение культурного содержания иноязычной культуры, которое направлено на освоение психологического содержания иноязычной культуры.

Ключевые слова: способности, психологические функции, иноыычная культура, диалог,коммуникация, когнитивный аспект.

The process of foreign language education, which is one of the types of education in general, includes actually four processes:

1) cognition, which is aimed at mastering the cultural content of a foreign language culture (this includes not only the culture of the country, the actual facts of culture, but also language as a part of culture),

2) development, which is aimed at mastering the psychological content of a foreign language culture (abilities, psychological functions, etc.),

3) education, which is aimed at mastering the pedagogical content of a foreign language culture (moral, moral, ethical, etc. aspect), and

4) teaching, which is aimed at mastering the social content of a foreign language culture, social in the sense that speech skills are acquired as a means of communication in society [2].

4 The main aspects of foreign language culture.

Cognitive aspect (culturological content) of foreign language culture (IC).

This aspect represents a model of the culture of a particular people, a model that could functionally replace the real system of culture. This model is called isofunctional. In terms of its volume, it is, of course, much smaller than the original, but a special selection of cultural facts and their complete set will allow you to create a certain analogue of reality, capable not only of truthfully presenting the culture of the people to students in content, but also of performing the basic functions that culture is called upon to perform in education. ...

The main function of the model of culture should be not so much understanding of another culture as the spiritual improvement of students on the basis of a new culture in its dialogue with

their native one. The fact is that the understanding of culture is the comprehension of the system of value norms of the people, which can occur at three levels: a) at the level of perception (purely cognitive meaning of knowledge), b) at the social level (pragmatic meaning of knowledge) and c) at the level of personal meaning (axiological or value value of knowledge). For the first level, it is enough to have an idea of the facts of culture, for the second, you need to already own concepts and be able to perform any action, for the third level, judgments are necessary related to a personal emotional-value attitude to the fact of a foreign culture.

It is unnecessary to emphasize that the third level of understanding of culture is the leading one. He and only he will lead to penetration into the mentality of the people, will allow to remove the initial limited view and cultural isolationism of the student, and, therefore, will become an obstacle on the path of xenophobia and nationalism.

So, the content of the proposed model will consist of ideas, concepts and judgments (as types of knowledge), gleaned from the following sources.

1. The real reality, presented objectively: on photographs, illustrations, posters, diagrams, slides, drawings, symbols, documentary filmstrips and films, computer.

2. Real reality presented verbally: TV and radio programs, tickets (to a cinema theater, train, etc.), product labels, forms, questionnaires, menus, price tags, instructions, brochures, announcements, etc. ., used as educational texts.

3. Fine arts: reproductions of art paintings, posters, sculptures, still lifes, etchings and other works of art that constitute the national heritage of the people.

4. Fiction, which apparently plays a special, leading role among the sources of culturological information. The way of comprehending reality, inherent in fiction, creates methods for realizing beliefs and life values, is a stimulus for thinking and behavior, and covers reality most fully, comprehensively and emotionally.

5. Reference-encyclopedic and scientific literature, comments on the facts of culture (for example, guidebooks, maps, city plan, etc.)

6. Mass media (TV, radio, newspapers, magazines) as a source of up-to-date operational information.

7. Educational spoken texts, ie. authentic texts-statements of native speakers about their culture, about individual facts of culture and attitudes towards them, which demonstrate and help to understand the mentality of the people.

8. Communication with the teacher as a relay and interpreter of the culture of another nation, which is absolutely indispensable for the spiritual (moral) improvement of students on the basis of another culture in its dialogue with the native one (remember: the ethics of the educational process!).

9. Foreign language as an integral component of culture, its accumulator, carrier and exponent. Educational aspect (social content) of foreign language culture

The content of the educational aspect consists of those speech skills that the student must master as means of communication - speaking, listening, reading, writing (translation is also possible), as well as the actual ability to communicate. Each of the skills is based on certain skills and mechanisms, has certain qualities.

The process of the formation of speech skills and the development of speech skills is understood by us as the process of the formation of an integral speech mechanism, and the formation of the speech mechanism as a process of personality development. The consequence of this is a completely different nature of communication technology.

Recall that the educational aspect is the social content of the IC, since its results are directly aimed at the social needs of a person - the ability to communicate successfully in another society. This skill is based on a whole system of speech means, which is usually owned by a literate native speaker.

Concluding the consideration of the content of a foreign language culture (or IC) as the content of a foreign language education, we will make two remarks. The first concerns the concept of "content". The point is that the enumeration of "objects of mastery" can create the impression

that these objects themselves are the content as IC components. However, from a scientific point of view, such an understanding of the content is incorrect. The content is not the substrate itself, but its internal state, a set of processes that characterize the interaction of the elements forming the substrate with each other and with the environment and determine their existence, development and change.

Based on the foregoing, it is possible to formulate the essence of the proposed concept of foreign language education as a concept of the development of individuality in the dialogue of cultures. To achieve this goal and ensure the intended content of foreign language education, it is necessary to create certain conditions that would serve as the basis and mechanism of the educational process. Such a condition is communication (see next article).

The ability to develop communicative competence is inherent in all representatives of Homo sapiens, however, the specific implementation of this ability is culturally determined. In addition, it is also conditioned by the unique individual experience of each person, from which it follows that during communication, which is the process of exchanging messages, meanings are constantly being recreated, since they do not coincide even among people who speak the same language, who grew up in the same and the same culture. It goes without saying that in the presence of different cultures and different languages, communication becomes so complicated that one can speak of full understanding only with a certain amount of irony.

From birth, a person belongs to many groups, and it is in them that his communicative competence is formed. Larger groups, commonly referred to as cultures, essentially define the cognitive and pragmatic foundations of communication.

In the process of communication, messages are exchanged, i.e. information is transferred from one participant to another. Since people do not know how to communicate directly - say, with the help of electrical impulses sent from one brain to another - information is encoded using a certain symbolic system, transmitted and then decoded, or - more broadly - interpreted by the addressee of the message. Communication always takes place when a certain value is attributed to any behavior or its result, and they act as signs or symbols. Of all the types of sign (symbolic) behavior in the human community, the most important are the use of language (verbal communication) and the accompanying non-verbal behavior (non-verbal communication). Together, they form a sign communication, or communication in the narrow sense.

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UDC 378.147.88:37

FEATURES OF PHRASEOLOGICAL UNITS DENOTING CULTURAL VALUE

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Түйін

Бұл мақалада орыс, ағылшын тілдерінің фразеологиялық бірліктерін қолдану ерекшеліктері қарастырылады. Халықтың тарихы мен мәдениетінің тілмен байланысы әсіресе фразеологиялық деңгейде айқын көрінеді. Көптеген мақал-мәтелдер белгілі бір ұлттық белгілерді бейнелейді, олардың халықтың тарихына, өмір салтына, әдет-ғұрыптарына, дәстүрлеріне қайта оралатын тілдік бейнесі бар.

Тірек сөздер: фразеологиялық бірліктер, тіл, ойлау жүйесі, мақал-мәтелдер, мәдениет пен қоғам, лексика.

Annotation

This article discusses the features of the use of phraseological units of the Russian, English languages. The connection between the history and culture of the people with the language is especially pronounced at the phraseological level. A large number of proverbs, sayings reflect specific national features, they have a linguistic imagery that goes back to the history of the people, their way of life, customs, traditions.

Key words: phraseological units, language, thinking system, proverbs and sayings, culture and society, vocabulary.

Collection and information content are those essential properties of a linguistic sign that underlie its most important function along with its communicative function: cumulative. Language in this function acts as a link between generations, serves as a "repository" and a means of transmitting extralinguistic collective experience.

The most clearly cumulative function is manifested in the field of vocabulary, since it is it that is directly related to objects and phenomena of the surrounding reality. First of all, the vocabulary reflects fragments of social experience determined by the main activity of a given people. The existence of certain lexical units is explained, as it were, by practical needs.

For example, the traditions of color designation are different for different peoples. Sean African distinguishes only three colors. The same number of color names exist in the Navajo language, while for the designation of black there are two words: the black color of darkness and the black color of coal. The same can be observed in some Turkic languages, for example, in Kazakh, where there are two words for green. Gray color in the Russian language is associated with mediocrity, everyday life ("gray everyday life", "such grayness", "gray mouse"). In England, the gray color is the color of nobility, elegance, that is, it has completely different connotations. Thus, completely different semantic descriptions can correspond to one of that thing / phenomenon, depending on which civilization this thing / phenomenon is considered.

In some languages, the emergence of a number of words denoting certain concepts was dictated by some social reasons. For example, in the last century in Victorian England it was forbidden to pronounce such words as “breast”, “leg”, even talking about chicken, so the phrases “white meat” and “black meat” appeared.

The connection between the history and culture of the people with the language is especially pronounced at the phraseological level. A large number of proverbs, sayings reflect specific national traits, possess the linguistic imagery that goes back to the history of the people, their way of life, customs, traditions.

It is characteristic that the very appearance of phraseologisms or stable phrases is sometimes caused by changes in the public life of the people, the emergence of conditions in which the social significance of words is so great that it acquires the features of symbolism [1].

The system of images enshrined in the phraseological composition of the language accumulates pictures of worldview and is somehow connected with the material, social or spiritual culture of a given linguistic community, testifies to its cultural and national experience and traditions.

Unfortunately, as noted above, phraseology, and first of all it concerns the domestic and western, as a separate discipline is paid little attention. Many linguists set themselves the task of defining phraseological units and classifying them, thus considering phraseology as one of the sections of lexicology and no more.

Meanwhile, problems such as lexical and phraseological compatibility, combinatorialism, and the semantics of phraseological units are much more interesting. The construction of semantic phraseological dictionaries may be useful for conducting cultural and comparative studies of the specifics of world perception and perception of representatives of various cultures, for teaching and mastering a foreign language. In addition, there is a purely psychological interest in the study of phraseological units, due to the development of a methodological tool in the framework of the problems of interpersonal perception.

We made an attempt to compare phraseological units of three languages - Russian, English, Kazakh, in terms of their semantics. Since phraseology can be called a historical mirror of human life, and life, as you know, is multifaceted, many events and phenomena: human nature, nature, science, etc., are reflected in phraseologisms. However, as the researchers point out, from the point of view of the holistic meaning of phraseological units, those components that have conventional significance, being symbols, are of particular interest. The symbolic meaning is for the most part inherent in somatisms, phytonyms, cosonyms, as well as words denoting color [2, p. 125]. We settled on the latter.

As S.O. notes Uporova, in linguistics a systematic approach to color-bearing vocabulary has not yet been developed. The following seems important:

1) the word - color designation is initially emotionally colored, it not only indicates color, but also seeks to express our attitude to it;

2) color can be expressed explicitly (by directly naming a color or attribute by color), and implicitly (by naming an object, color

a sign which is fixed in everyday life or culture at the level of tradition) [3, p. 52].

Many cultural phenomena cannot be understood without regard to the meaning of color. Color is one of the main categories of culture, "capturing unique information about the color of the surrounding nature, the uniqueness of the historical path of the people, the interaction of various ethnic traditions, the characteristics of the artistic vision of the world" [3, p. 109]. Thus, color can be represented as emotionality, “enriched by various associations enshrined in linguistic and sociocultural practice”. This is precisely why our choice of the “color” concept is justified for the semantic analysis of phraseological units of different languages, which will help us identify the specifics of the formation of this concept in different ethnic cultures, and it is in the Russian, English and Kazakh ethnic cultures, as well as to determine the specific features of the development of lexical color designations in these languages. We are interested in how these peoples interpret the world.

At the same time, in parallel with the research work, we conducted an experimental one. 22 people took part in our experiment: 10 Russians, 10 Kazakhs and two representatives of English-speaking countries, Peace Corps valanters Jonathan Mott, Zack Shade. The participants in the experiment were given various tasks, mainly related to the establishment of syntagmatic associative reactions to the correlates of color words, determining the degree of familiarity of participants with color symbols in their native and foreign languages. Of course, we took into account not one specific opinion, but the average opinion of the entire group of informants. The numerical expression of this average opinion was the distribution of estimates / judgments.

As a result of the research and experimental work, phraseological units were compared with the “color” component, which enabled us to identify some of the earlier unremarked points of contact and differences between them. It also helped to trace the specific reflection of the same phenomena in languages that are not in stable contacts (meaning Russian - English, Kazakh - English).

So, in summary, phraseologisms are interesting in that, as a kind of folklore, they carry the aggregate social experience, reflect the structures of everyday, everyday consciousness, the national-cultural specificity of the language.

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UDC 81’373

THE ROIE OF ENGLISH IN AN ERA OF ADVANCED ARTIFICIAL INTELLIGENCE

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Түйін

Жасанды интеллект (ЖИ) дәуірі ағылшын тілінің жаһандық деңгейде маңыздылығын арттыруда үлкен рөл атқарды. Ағылшын тілі қазіргі таңда ғылым, экономика, технология, мәдениет және халықаралық коммуникация салаларында басты байланыс құралы болып табылады. ЖИ жетістіктері ағылшын тілін үйрену, автоматты аударма, ғылыми зерттеулер жүргізу және жаһандық коммуникация салаларында жаңа мүмкіндіктер ұсынып отыр.

Ғылыми зерттеулерде ЖИ зерттеу жұмыстарының тиімділігін арттырып, ғылыми мақалаларды өңдеу, деректерді талдау және жаңа ғылыми тұжырымдар жасауға ықпал етуде. Бұл өз кезегінде ғылыми прогрестің жедел дамуына ықпал етеді.

Жаһандық коммуникация саласында ЖИ ағылшын тілінің қолданылу аясын кеңейтуде, түрлі тілдердегі адамдар арасындағы байланыстарды жақсартып, халықаралық ынтымақтастықты қолдайды.

Осылайша, ЖИ мен ағылшын тілінің бірлескен дамуы болашақта әлемдік қоғамдастықты біріктіріп, жаңа инновациялардың пайда болуына жағдай жасайды.

Резюме

В эпоху быстрого развития искусственного интеллекта английский язык продолжает занимать ключевую роль на международной арене. Он является основным языком в таких областях, как наука, экономика, технологии, культура и международная коммуникация. Современные достижения ИИ значительно влияют на использование английского языка, особенно в таких сферах, как обучение языкам, автоматический перевод, научные исследования и глобальная коммуникация.

В области научных исследований ИИ помогает ускорить процесс анализа данных, обработки научных текстов и разработки новых теорий. С помощью ИИ ученые могут быстрее находить релевантные исследования и интегрировать их в свои работы, что способствует развитию научного прогресса. В глобальной коммуникации ИИ также играет важную роль, упрощая взаимодействие между людьми, говорящими на разных языках.

Таким образом, в эпоху искусственного интеллекта английский язык сохраняет и укрепляет свою роль как важнейший инструмент в международном общении и научном прогрессе, а ИИ способствует его распространению и облегчению взаимодействия между людьми разных культур и языков

In modern times, learning a foreign language has become very important. Knowing foreign languages is not only for our own needs, but also plays a very important role in personal or professional communication and can also provide some advantages. Modern people need to know foreign languages, whether for personal development or professional development. Different countries have different cultures. Being able to interact with representatives of these different cultures provides great opportunities for personal development. [1]

Currently, the most popular foreign language is English. English is considered a global language that is in high demand and opens up opportunities. According to statistics, every 13th person knows English. This is used not only when people speak English, but also when people of different nationalities meet. English is the most widely spoken language in various contexts around the world. Therefore, English is not only an international language but also a global language. People use it for travel, business, education, and technology. It helps people in different countries to communicate easily.

Why is English a global language and not another?' There are two answers to this question: one is geographically and historically based; the other is socio-culturally based. [1]

One reason why English is a global language is history. In the past, Britain ruled many countries, and people learned English. Later, the United States became a powerful country, and the English language spread even more. Nowadays, English is the dominant language in business and science. It is used by many companies and universities. Many websites and books are in English. If people want to work or study internationally, they need to know English. Nowadays, many websites and social media platforms use English. Programming languages are mostly based on English words. Many online learning resources are in English. It is the main language of international organizations such as the UN and the EU. Even Hollywood films and popular music are mainly in English. The gaming industry, streaming platforms (Netflix,

YouTube) and literature are mainly influenced by English. In general, in the era of advanced artificial intelligence, it can be said that knowing English is becoming increasingly important. There is evidence based on scientific research about this. Sometimes it is said that English is the language of science and technology. According to research by large companies, more than 80% of scientific articles in the world are published in English. But despite the development of Artificial Intelligence, the demand for employees who know languages is not decreasing at all. On the contrary, the demand for multilingual specialists will increase significantly in the near future.

Nowadays, the development of artificial intelligence does not make English unnecessary, but rather enhances the general advantage of knowing it. In the fields of science, economics, education, and information technology, knowledge of English greatly enhances the ability of a person to work effectively with AI. [2]

Artificial intelligence plays a crucial role in the process of analyzing and publishing scientific materials in English. English remains the main language of science and education, and AI opens up various new opportunities for its processing or research. In general, in such a simple way, they are closely related to each other.

AI-based information processing systems are widely used in scientific research to identify new trends, compare the results of previous studies, and propose new theories. They are also widely used for writing and editing scientific articles. [2]

Thanks to this artificial intelligence, scientists can write their research in English more easily, identify correct grammatical structures and stylistic errors. In addition, with the help of AI technologies, it is possible to compile and analyze scientific research. Neural networks and natural language processing (NLP) methods contribute to more efficient research and the creation of new scientific findings.

For example, scientific databases such as Google Scholar and Scopus use AI to filter scientific articles and help identify the latest research on a particular topic. This process allows researchers to discover new information and make their work known on a global scale.

With such incredible capabilities, AI also allows for the rapid processing and publication of scientific articles in English. This, in turn, increases the pace of global development of science and strengthens scientific ties between scientists from different countries. [3]

Next, let's talk about the role of artificial intelligence technologies in the field of English language teaching. While before our development, language learning was mostly teacher-led, today, thanks to various methodologies or platforms using AI, the language learning process has changed. A variety of English language learning apps not only use individual learning methods, but also offer users tasks and exercises tailored to their level.

For example, platforms like Duolingo, Babbel, and Rosetta Stone use real AI methods for learning English. These platforms automatically detect a person's language proficiency level and offer a learning plan accordingly. In addition, the language learner monitors the words and structures used, corrects mistakes, has the opportunity to work on mistakes, and offers various exercises to improve speaking and listening skills. As a result of creating an individual curriculum with the help of AI technologies, the process of students learning English is much more effective and convenient, and it is possible to achieve even higher levels in the future. This is because scientists and professionals are deeply studying this world and developing new skills every day. AI also does something unique in teaching English. It provides us with conversational practice with the help of virtual teachers. For example, by interacting with language models like GPT, students or learners can practice improving their language development skills. This is a great opportunity not only for language learners, but also for English teachers, as AI is an indispensable tool that allows teachers to monitor students' mistakes and provide real-time feedback. [3]

When it comes to global communication, English is the primary language for international communication around the world. Artificial intelligence can make this easier, eliminating many of the non-standard language barriers on a global scale. AI-powered automatic translation and language processing systems provide many opportunities for anyone to exchange information in English, even if it is not their native language.

This trend is playing an important role, especially in multilingual countries, international organizations, and in world politics and economics. Multilingual communication through AI increases understanding between different cultures and contributes to the development of global cooperation. In addition, AI facilitates international negotiations and agreements by translating official documents written in English into various languages through information systems. [2]

The development of artificial intelligence will strengthen the status of the English language in the global space, and increase the need and demand for its mastery. AI technologies will strengthen the role of the English language and make it accessible to all humanity.

Aspects	Role of the English Language	Impact of Artificial Intelligence
Science and Technology	Most scientific research and technological advancements are published in English.	AI tools process and analyze data primarily in English, accelerating research.
Global Communication	English is the global language for business, diplomacy, and international relations.	AI systems enhance global communication by processing data in multiple languages.
Education and Learning	English is essential for access to world-class education and research.	AI-driven learning platforms and tools are predominantly developed in English.
Professional Development	Many international companies and organizations require English proficiency.	AI professionals and researchers must often communicate and collaborate in English.

In conclusion, the era of artificial intelligence has strengthened the role and importance of English, making it an important language of communication on a global scale. In my opinion, English is not only a means of international communication, but also a key language in the fields of education, scientific research and culture. The contribution of artificial intelligence to the English language is unique, as has been fully described: the process of language learning has been simplified, automatic translation systems have become more efficient, and scientific research has been accelerated.

The effectiveness of artificial intelligence in English language teaching is of particular interest, as it allows for the adaptation of the learning process to individual needs and improves the quality of learning. In addition, AI solutions in the fields of translation and communication are helping to overcome language barriers and establish effective communication on a global scale.

In general, the close connection of artificial intelligence with English not only increases the importance of this language in the global society, but also determines its future role. The harmonious development of AI and English will facilitate the spread of global knowledge and innovation, and strengthen international cooperation. This process will expand the scope of English use globally and ensure its status as a major means of communication in the future.

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UDC 81’373

ENGLISH BORROWINGS IN MODERN YOUTH SLANG

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Түйін

Мақалада тілдегі шет тілі элементінің және тілдің толыққанды элементінің, сондай-ақ шет тілдік элементтің өзі, тілдің қызметі мен тарихи өзгеруінің құрамдас бөлігі, сөздік қорды толықтырудың негізгі көздерінің бірі ретінде шет тілі элементінің пайда болу және шоғырлану процесі ретінде қарастырылады.

Негізгі сөздер: қарыз алулар, вариация, диалектілер, даму факторлары, жастар сленгтері.

Аннотация

В статье рассматриваются заимствования как процесс появления и закрепления в языке иноязычного элемента и полноценный элемент языка, а также сам иноязычный элемент, как неотъемлемая часть функционирования и исторического изменения языка, один из основных источников пополнения словарного запаса.

Ключевые слова: заимствования, варьирование, диалекты, факторы развития, молодежный сленг

Abstract. The article is devoted to the process of developing a culture of communication in a foreign language, through cognition aimed at mastering the cultural content of a foreign language culture, which is aimed at mastering the psychological content of a foreign language culture.

Key words: abilities, psychological functions, foreign language culture, dialogue, communication, cognitive aspect.

Borrowing is copying (usually incomplete and inaccurate) a word or expression from one language into another. Depending on the language from which the word was borrowed, such words are called “Anglicism’s”, “Arabism’s”, “Germanism’s”, etc. In the explanatory dictionary of S. I. Ozhegov, Anglicism’s is defined as a word or turn of speech in a language borrowed from the English language or modeled on an English word or expression. Borrowing is the process by which a foreign language element appears and is fixed in a language, as well as the foreign language element itself. This is an integral part of the functioning and historical change of the language, one of the main sources of vocabulary replenishment; it is also a full-fledged element of the language, which is part of its lexical wealth, serving as a source of new roots, word-forming elements and exact terms. Borrowing in languages is one of the most important factors in their development. The process of borrowing is at the heart of language activity. Sound and formal monotony within one language is the result of individuals borrowing from others; in the same way, elements of the lexicon of one language are borrowed by another language – through the interaction of their speakers. The share of borrowed elements in languages is large, although it is not possible to accurately calculate their number, both due to the constant increase in the number of foreign-language elements that penetrate the language, and due to the action of the assimilation process, which makes it difficult to determine the origin of the word. In each language, the following layers can be distinguished: words that are common to all languages of the same family; words that are common to a group or subgroup of related languages; native words of a particular language; borrowed words. On the example of the English language it looks like this: [1]

- Indo-European words (common to many languages): mother, father, daughter, wolf, meat,

head, hundred, be, stand;

- German words: bear, finger, say, see, white, winter;
- West German words: age, ask, give, love, south;
- proper English (Anglo-Saxon words): lady, lord, boy, girl;
- borrowings:
- from related languages: knight, low, flat, fellow, sale (from old Norse), rammer, nipper, fitter (from Dutch);
- from another language system: Soviet, sputnik, Steppe, taiga (from Russian), judo, samurai, sumo (from Japanese), xylophone, epoch, echo (from Greek).

The influx of borrowings in Russian from English especially increased in the 90s. This is due to changes in the sphere of political life, economy, culture and moral orientation of society. Linguist L. P. Krysin identifies the following reasons for borrowing: [1]

The need for naming new phenomena, objects, and concepts. For example, a laptop, scanner, Internet, printer, website, email, etc.

1. The need to distinguish meaningfully similar, but still different concepts For example, fear - panic, message-information
2. The need to specialize concepts. For example, export - import
3. The tendency is that the whole, undivided into separate components of the object and should be designated whole, undivided, and not a combination of words. For example, a Sprinter is a short-distance runner, a sniper is a sharpshooter
4. The presence in the borrowed language of established systems of terms that serve a particular thematic area, professional environment, etc. For example, hippies, hackers
5. Perception of a foreign language word as more prestigious, scientific, beautiful-sounding. For example, a merchandiser
6. Lack of an appropriate concept. For example, a laptop, organizer, pager, scanner, printer, etc.

With increasing information flows, the emergence of a global computer network on the Internet, the development of the world economic market, international tourism, and cultural ties, the language is also changing, new words appear and are more often borrowed from other languages. This is a common classification of English vocabulary. But it can not be called unambiguously true. For example, words taken for Indo-European may well be borrowed from other proto-languages, because trade and other relations between peoples have existed since ancient times. Words borrowed in the most ancient times and fully assimilated by the host language are not perceived as foreign, and establishing their origin is often difficult even for a linguist (table - from French). It is often difficult to determine which language from a group or subgroup is the source of the word (the word figure could have come directly from the Latin figure or through the French figure). Another difficulty is the distinction between the terms “origin of the word” and “source of borrowing”. Many words are borrowings of the second or higher degree (for example, the word valley came to English from Latin through French). Despite some inaccuracies, this classification demonstrates the scale of the phenomenon: we see that most of the words of the English language are borrowed – in an earlier or later era, from a near or distant language system [2].

Borrowing words is a natural and necessary process of language development. Lexical borrowing enriches the language and usually does not harm its identity at all, since it preserves its main vocabulary, and, in addition, the grammatical structure inherent in the language remains unchanged, and the internal laws of language development are not violated. There can be many reasons for this process: military-political dependence, intensive language contacts related to relocation or geographical proximity; the spread of religion and culture or a high level of technical civilization inherent in another language community; a long-term, purposeful language policy of one region in relation to another. As a rule, the interaction of several of these factors is observed during the influence of one language community on another. But the most important incentive that leads to borrowing is the borrowing party's awareness of the fact that another language can bring values, achievements, or lifestyles that cause recognition. In other words, another language

community is perceived as more progressive [3].

Consideration of borrowed words can be conducted in different ways. History of the English language, which studies the structure of the language, its phonetic, grammatical and lexical features in different epochs of language development, studies the vocabulary of the English language in each given period of its development. Therefore, in the history of a language, borrowings from other languages are usually considered in relation to a given period of the language's existence. In other words, all borrowings are considered simultaneously in this particular era. In this paper, studying the state of the vocabulary of the English language as a whole, we consider borrowings for languages from which these borrowings were included in the studied English, in all periods of its development. Borrowings in different languages have different impacts on the enrichment of the vocabulary. In some languages, they did not have an impact that could significantly affect the vocabulary of the language. In other languages, borrowing in different historical eras had such a significant impact on the vocabulary of the language that even service words, such as pronouns, prepositions, borrowed from other languages, replaced the original service words. Since borrowings as a process are inherent to each language and integral to the lexical composition of the English language in particular, this topic is always important and relevant, it has enough material for consideration and research [4].

The development of human society is the development of all its constituent cultures, and, consequently, all languages. Cultures undergo a certain historical development independently of other cultures, and (to a very large extent) in interaction with them. Contacts take place in all spheres - politics, Economics, art, everyday life - and lead to significant changes in lifestyle, Outlook, and, of course, in language. Cultures mutually borrow phenomena and concepts; languages-their designations. In this way, the cultures and languages of different peoples are enriched. The term “enrichment”, however, should not be understood as the unquestioning acceptance of any borrowings in the language system, which often happens and leads to an over-saturation of its foreign and unjustified elements in the presence of their own, familiar designations of various phenomena. Borrowing is the process by which a certain foreign language element appears and is fixed in a language. It is an integral component of the functioning and historical change of the language, one of the main sources of vocabulary replenishment; it is also a full-fledged element of the language, which is part of its lexical richness, serving as a source of new roots, word-forming elements and precise terms. Borrowing in languages is one of the most important factors in their development. The process of borrowing is at the very heart of language activity. Sound and formal monotony within one language is the result of borrowing by some individuals from others; in the same way, elements of the lexicon of one language are borrowed by another language - through the interaction of their native speakers. In each language, the following layers can be distinguished: words that are common to all languages of the same family; words that are common to a group or subgroup of related languages; native words of a particular language; borrowed words. Borrowing lexical elements from one language to another is a very ancient phenomenon and is already known to the languages of the ancient world.

In the course of its development, the English language encountered many languages, from which it borrowed various words. They differ in both the number and specific weight in the vocabulary of the English language. The enrichment of a language's vocabulary at the expense of other languages vocabulary is usually a result of different political, economic, and trade relations. Often when borrowing a new word comes along with a new reality that did not exist in the culture of speakers of the borrowing language, therefore - not fixed in the language picture of the world. In some cases, a borrowed word comes as a synonym for a word that already existed in the vocabulary of the borrowing language (for example, the words import and export appeared as synonyms of Russian import and export).

A special place among borrowings is occupied by international vocabulary. Science and technology is spreading more widely, and with it international words – “Internationalisms”- are coming to the languages of different countries. International vocabulary is (from lat. inter-between + natio, nations-people) words of common origin that exist in many languages with the same

meaning, but are usually formed in accordance with the phonetic and morphological norms of the given language. The main part of the international vocabulary consists of terms from science and technology (geography, history, philosophy, logic, aspirin, flu, microscope, Telegraph), social and political life (party, Constitution, socialism, communism, revolution, dictatorship, administration, Republic), Economics (import, export, Bank, credit, interest), literature and art (drama, Comedy, tragedy, poet, Opera, ballet, style). International words also include those that are usually invariably borrowed by many languages from the language of the people who created these words together with the corresponding objects or phenomena. Borrowing in languages is one of the most important factors in their development. The process of borrowing is at the very heart of language activity. Sound and formal monotony within one language is the result of borrowing by some individuals from others; in the same way, elements of the lexicon of one language are borrowed by another language - through the interaction of their native speakers. The share of borrowed elements in languages is high, although it is not possible to accurately calculate their number due to the constant increase in the number of foreign-language elements. Borrowings are divided into phonetic, tracing (translation-loans), semantic, and borrowing of word-forming elements [4].

The first of the named types, i.e. phonetic borrowings make up the main and most numerous groups. Transcription (phonetic method) is a borrowing of a dictionary unit that preserves its sound form (sometimes slightly modified in accordance with the phonetic features of the language in which the word is borrowed). In this way, the words football, trailer, jeans sport, labor, travel, people, castle, fortress and others are borrowed from the English language. In English, borrowed from the French regime, ballet, bouquet and many others. Such words are characterized by the fact that their common sound complex is new to the borrowing language, although each of their constituent sounds, with rare exceptions, is replaced by the sound of the language in which they fall

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UDC 81’373

THE ROLE OF LANGUAGE BORROWINGS IN THE FORMATION AND DEVELOPMENT OF THE ENGLISH LANGUAGE

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Түйін

Мақала тілдің әртүрлі деңгейлеріндегі лингвистикалық элемент ретінде қарыз алуды зерттеуге арналған. Олардың ең көп саны сөз деңгейінде, ең азы тұрақты тіркестер деңгейінде. Ағылшын тіліндегі қарыздар соңғы отандық және шетелдік зерттеулер тұрғысынан қарастырылып, зерделенді. Ағылшын тілінің қалыптасуы мен дамуындағы лингвистикалық қарыз алудың рөлі сөздік қорды «жасау» және оны халықаралық аренада оны басқа тілдермен байланыстыру үдерісінде тілдің дамуының болашағы мен мүмкіндіктерін беретінін ескере отырып, лингвистикалық қарыз алудың рөлі көрсетілген.

Кілтті сөздер: лингвистика, неологизмдер, қарыз алу, лексика, өзек, периферия.

Аннотация

Статья посвящена исследованию заимствований как языкового элемента на разных уровнях языка. Наибольшее их количество находится на уровне слов, наименьшее – на уровне устойчивых

словосочетаний. Заимствования в английском языке были рассмотрены и изучены с точки зрения новейших отечественных и зарубежных исследований. Указана роль языковых заимствований в формировании и развитии английского языка ввиду того, что процесс заимствования дает перспективу и возможность для развития самого языка в процессе «наращивания» словарного состава и связывания его на международной арене с другими языками.

Ключевые слова: лингвистика, неологизмы, заимствование, словарный состав, ядро, периферия.

Borrowings in English vocabulary represent the area of vocabulary that most closely and directly reflects the history of England, showing the influence of external non-linguistic causes on the language. Therefore, it is advisable to trace them in chronological order, linking them with the history of the English people. When the angles, Saxons, and Utes migrated to Britain in the fifth century ad, they found a Celtic population of Britons and Geltic, whom they pushed West (Wales and Cornwall) and North (Scotland). In the clash of languages, the alien language won. The development of their language gave them modern English [1].

Borrowings from the Celtic language turned out to be very few and relate mainly to toponomy, i.e. to geographical names. There are very few Celtic words that would have been known to us already in old English and would have survived in the language to the present day. Among them: bannock (flatbread), down, dune (hill), dun (brown) and maybe cradle. Much more numerous are later borrowings from Scottish (slogan, whisky, clan), Irish (bard, fun, Story), and other dialects containing Celtics, as well as borrowings through French (beak, budget, career, gravel, harness, tunnel).

Latin borrowings; In old English, there are two layers of Latin loanwords. Words that belong to the first layer (before 800), could get through the Celtic language and be associated with the first four centuries of our era, the rule of the Romans in Britain, or get into the language of the angles and Saxons on the continent. Guests from other languages, or borrowed words, permeate the entire English language. In the course of English history, thousands and thousands of words passed from one language to another, mostly through constant invasions of invaders. If we consider borrowing as evidence of our (i.e., human) physical mobility and mental laziness, then the British might have taken the first place in this. How did it happen that a country whose original inhabitants were Celts gave up its former language to what is now known to us as English? This was due to the fact that the British Isles were subjected to repeated raids. Every nation that invaded from the outer lands brought its own language, dialects, and customs to the country. As the invaders settled in the territory, they influenced the written and spoken language of the local residents, who, in turn, adapted to the new situation by adopting borrowed words into their vocabulary. Instead, foreign languages were mixed, as in a single cauldron, with native speech [2]. Thus, various groups have influenced the development of written and spoken English as we know it today to varying degrees.

Main methods of borrowing

1) Transcription (phonetic method) - borrowing a dictionary unit, which preserves its sound. In English from French: ballet, bouquet, from English: football, trailer.

2) Transliteration — a method of borrowing, in which the method of writing a foreign word is borrowed, the letters of the borrowed word are replaced with letters of the native language. In transliteration, the word is read according to the rules of the native language: audio lat. listens — audience, audible, demos Greek. The people demography, democracy

3) Tracing — a method of borrowing, in which the components of a borrowed word or phrase are translated separately and combined on the model of a foreign word or phrase. Many words based on Latin and French were created in English using the tracing method: masterpiece-French masterpiece.

English in the early middle Ages adopted a large number of borrowings from Scandinavian languages (including such basic words as skin, ill sick, and even she). The largest flow of borrowings is from the medieval, post-Norman conquest, old French language; as a result, almost half of the English dictionary has Romanesque roots. In Modern times, the language has included a large number of learned Latinisms and new borrowings from continental languages [3].

In 1066, the Normans conquered England. Normandy was a French Duchy; it acquired its name after the French king Charles the Simple, unable to cope with the Vikings, gave them the territory under the Treaty of 912. By 1066, the Vikings had long adopted the French language and assimilated with the local population. They came to England as native speakers of the French language (the Norman dialect), French culture, and the French feudal system. After the Norman Conquest, power was completely in the hands of the Normans; Duke William the Conqueror also deposed the English priests and put the Normans in their place. The native population continued to speak English, but the Norman dialect formed the Anglo-Norman language, which became the official language and lasted until the end of the XIV century. During this time, English has learned a huge number of French words. Of the 80,000 most commonly used words in English, approximately 22,500 are French loanwords (from all periods of history). The borrowings especially clearly reflect Norman influence in public administration, in military Affairs, in the organization of the Church, and in city life: [4]

Court, servant, guard, prince, vassal, government, serf, village (двор, слуга, охрана, принц, вассал, правительство, крепостной, деревня);

Army, battle, banner, victory (войско, сражение, знамя, победа);

Religion, chapel, prayer, to confess (религия, часовня, молитва, исповедоваться);

City, merchant (город, купец).

The artisans who lived in the village kept their English names, while the urban ones were called by French words: butcher (мясник), mason (каменьшик), tailor (портной). Animals are called English words, but their meat is French: beef (говядина), mutton (баранина), pork (свинина), veal (телятина).

Here the most commonly used words are in modern English. That's right — over time; native English speakers have “stolen” some of the words from other languages and adapted them to their needs. Such words in English are called loanwords (borrowed words), especially if they have only recently become part of the language. . Actually, the word loan has the meaning of transferring something to someone for a while. In principle, we can safely say that English, French, and German are siblings who grew up together. Each language influenced the other two in one way or another, but it was French that had the most noticeable impact on English. As can be seen from the above examples, borrowings from the French language were, in contrast to the Scandinavian borrowings, specific terms-names associated with new concepts introduced by the Norman conquerors. Most of these loanwords have remained on the periphery of the vocabulary and in their phonetic and structural features of the language of the individual: they form a large group of polysyllabic words, typical mainly for the literary and scientific language and are characterized by a specific word-formation structure. However, it would be a mistake to assume that all pairs of words of French origin that correlate by conversion in modern English are parallel borrowings. Much more often, only one of the words was borrowed from French in English, and the other was created by conversion on the basis of this word only later: abuse – abuse, insult-formed from abuse – ill-treat, abuse, insult and others.

English – of Indo-European origin. These include: [4]

- words that Express family relationships: brother(brother), daughter(daughter), mother (mother); actions: to come, to know, to sit; qualities: quick (fast, lively), right (right, right- sad), sad (sad, sad);

- names of parts of the human body: ear(ear), eye(eye), foot(foot, foot); plants and animals: cat(cat), tree(tree), wolf (wolf);

- numerals: hundred(one hundred), ten(ten), three (three).

The English vocabulary has been enriched throughout its history. One of the ways of races-expanding the vocabulary of a language – borrowing from other languages. Borrowing – this is an element of someone else language (word, turnover, morpheme, phoneme) transferred from one language to another as a result of contacts language, as well as the process of transition of elements of one language to another USB Words taken from other languages were modified orthographically and semantically according to the standards of the English language. The process of borrowing

words from other languages has been going on for more than a thousand years. The fact that 80% English words are borrowed, due to specific conditions for the development of the English language [5].

Over the course of centuries of history the British Isles have been repeatedly subjected to the conquests of other tribes and peoples. So, since the VIII century BC, Britain was inhabited by the Britons, Celtic tribes belonging to the ancient Indo-European tribes that were attacked by the Romans from 55 BC, and then were for covered by the Roman Empire. The Latin language of the Romans influenced the language of the Celts. Roman rule in Britain it ended only by the beginning of the V century.

In the middle of the fifth century, Britain was again invaded. This time the Germanic tribes of the angles, Saxons, and Jutes and the Frisians occupied most of the territory of Britain, inhabited by Celtic tribes of Britons, Gelts and Kirov. The invaders spoke their own language-Anglo-Saxon (Anglo-Saxon.), which is also called the tree-non-English. The Anglo-Saxons gave the English language such words as naked (naked, explicit) – from the Anglo-Saxons.

In the language of the Anglo-Saxons penetrated Latin (lat.) words of the Celtic population of Britain.

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УДК 81'373

SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF TEACHING FOREIGN LANGUAGES IN SPECIALIZED SCHOOLS

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Түйін

Бұл мақалада мамандандырылған мектептерде шет тілдерін оқытудың ғылыми-әдістемелік негіздері қарастырылған. Барған сайын жаһанданған әлемде шет тілдерін меңгеру студенттер үшін, әсіресе белгілі бір академиялық пәндерге бағытталған мамандандырылған мектептерде өте маңызды. Бұл жұмыста шет тілдерін оқытуда қолданылатын теориялық негіздері мен әдістері зерттеліп, лингвистикалық теорияның арнайы біліммен интеграциялануына баса назар аударылады. Ол сондай-ақ тілді меңгеруді арттырудағы коммуникативті әдістердің, тапсырмаға негізделген оқытудың және технологияның рөлін қарастырады. Сонымен қатар, зерттеу мамандандырылған орталарда педагогтардың алдында тұрған қиындықтарды көрсетеді және шет тілін оқытуды жақсарту бойынша ұсыныстарды ұсынады.

Түйін сөздер: шет тілін оқыту, мамандандырылған мектептер, тілді меңгеру, коммуникативті тәсілдер, тапсырмаға негізделген оқыту, білім беру технологиясы.

Резюме

В данной статье рассмотрены научно-методические основы обучения иностранным языкам в

специализированных школах. Во все более глобализированном мире владение иностранными языками очень важно для студентов, особенно в специализированных школах, ориентированных на определенные академические предметы. В данной работе изучаются теоретические основы и методы, используемые при обучении иностранным языкам, и делается акцент на интеграции лингвистической теории со специальными знаниями. Он также рассматривает роль коммуникативных методов, обучения на основе задач и технологий в улучшении владения языком. Кроме того, исследование подчеркивает проблемы, с которыми сталкиваются педагоги в специализированных средах, и предлагает рекомендации по улучшению преподавания иностранного языка.

Ключевые слова: обучение иностранному языку, специализированные школы, овладение языком, коммуникативные подходы, обучение на основе заданий, образовательные технологии.

The teaching of foreign languages in specialized schools presents unique challenges and opportunities. Specialized schools, which often provide advanced curricula in fields such as science, technology, and business, require a teaching approach that goes beyond traditional language instruction. In these settings, foreign language learning is not solely focused on communication but also serves as a tool for academic achievement and professional development. The aim of teaching foreign languages in specialized schools is to equip students with the linguistic skills they need to excel in their specific fields, whether it be conducting research, engaging in international business, or studying complex technical concepts.

The scientific and methodological foundations for teaching foreign languages in these schools are rooted in various educational theories that guide the development of effective language learning strategies. These foundations incorporate linguistic theories, language acquisition processes, and contemporary teaching methods. To meet the needs of students in specialized schools, these methods must be tailored to support both language proficiency and the mastery of specialized content. This article aims to explore the theoretical and methodological underpinnings of foreign language instruction in specialized schools, providing a comprehensive overview of the principles, methods, and challenges involved.

Theoretical Foundations of Foreign Language Teaching. The scientific foundations of foreign language teaching in specialized schools are informed by several key theories of language acquisition and pedagogy. The most influential of these theories include behaviorist, cognitive, and communicative approaches to language learning.

The behaviorist theory, which emphasizes habit formation through repetition and reinforcement, was one of the earliest approaches to language learning. While less prominent in modern language education, behaviorist principles still play a role in reinforcing foundational language skills, particularly through drills and vocabulary exercises. In specialized schools, these repetitive activities can help reinforce technical terminology and ensure students' familiarity with key vocabulary in their chosen fields.

The cognitive approach to language learning focuses on the mental processes involved in language acquisition. Cognitive theories emphasize the importance of understanding how learners process, store, and retrieve linguistic information. In specialized schools, this approach highlights the need for developing students' problem-solving and critical thinking skills alongside their language proficiency. Strategies such as scaffolding, where teachers provide temporary support and gradually reduce it as students gain independence, are integral to cognitive approaches. By engaging in tasks that require the active application of language, students learn both linguistic structures and specialized content simultaneously.

The communicative approach, which gained prominence in the latter half of the 20th century, shifts the focus from grammatical accuracy to the functional use of language. In specialized schools, the communicative approach is especially effective, as it encourages students to use the foreign language to solve problems, collaborate with others, and communicate ideas relevant to their field of study. This approach emphasizes meaningful communication and the use of language in real-world contexts, which is particularly important for students who need to use foreign languages in academic and professional environments.

Methodological Approaches in Teaching Foreign Languages. In specialized schools, a variety of methodologies are used to teach foreign languages, often incorporating a blend of traditional and innovative approaches. Task-based language teaching (TBLT), content and language integrated learning (CLIL), and blended learning are among the most effective methods for language instruction in these settings.

Task-based language teaching (TBLT) organizes language learning around real-world tasks that require the use of the foreign language. In specialized schools, TBLT is particularly effective as it connects language learning with practical, academic tasks. For instance, students might be asked to conduct experiments, present research findings, or engage in discussions related to their field of study. By using language in meaningful, context-specific tasks, students can develop both language skills and specialized knowledge at the same time.

Content and language integrated learning (CLIL) is another methodology that has become widely used in bilingual and multilingual educational settings. CLIL combines subject-matter content with language instruction, allowing students to learn both a foreign language and academic subjects simultaneously. For example, students in a specialized school may study history or science in a foreign language, thereby improving their linguistic abilities while deepening their understanding of specialized subjects. This integrated approach supports language acquisition in authentic contexts and prepares students to apply foreign languages in professional and academic settings.

Blended learning, which combines traditional face-to-face instruction with digital learning tools, has also become an important aspect of foreign language teaching in specialized schools. In a blended learning environment, students can use online platforms, educational apps, and virtual learning tools to supplement their classroom learning. These tools allow students to practice language skills outside the classroom, receive personalized feedback, and engage with authentic materials such as online articles, podcasts, and videos. By integrating technology, blended learning provides a flexible and engaging approach to language acquisition that supports students' diverse learning needs.

Challenges and Recommendations. Teaching foreign languages in specialized schools presents several challenges. One of the primary difficulties is addressing the diverse language proficiency levels of students. Students in specialized schools often come from varied linguistic backgrounds, which can affect their ability to engage with the foreign language. To overcome this challenge, it is essential for teachers to differentiate instruction, providing tailored support to students at different levels of proficiency.

Another challenge is the integration of language instruction with specialized subject content. While students may be proficient in their chosen field, they may lack the language skills necessary to fully engage with academic materials or participate in discussions in the foreign language. To address this, teachers can incorporate subject-specific vocabulary-building activities, provide glossaries for key terms, and use authentic materials from the field to reinforce language learning.

Finally, teachers in specialized schools must stay up to date with the latest teaching methods and technological tools to ensure that their instruction is both effective and relevant. Professional development opportunities and collaboration with colleagues in the field of language education can help teachers refine their practices and enhance their students' language learning experiences.

To improve foreign language teaching in specialized schools, it is recommended that educators continue to adopt and adapt modern teaching methods such as TBLT, CLIL, and blended learning. Additionally, a focus on task-based and content-integrated approaches will ensure that language learning is both relevant and meaningful to students. By addressing the challenges and implementing these strategies, specialized schools can provide students with the skills they need to succeed in both their academic and professional careers.

The teaching of foreign languages in specialized schools requires a careful balance of linguistic theory, methodological approaches, and technological tools. By incorporating communicative methods, task-based learning, and content-based instruction, educators can create a rich and engaging environment that supports both language acquisition and specialized knowledge.

Despite the challenges, the integration of modern teaching strategies and the continuous professional development of teachers will ensure that foreign language education in specialized schools remains effective and relevant to the needs of students.

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УДК 37.316:811.111

CAN MASHINES THINK LIKE US? EXPLORING AI AND HUMAN INTELLIGENCE

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Түйіндеме

Бұл мақала жасанды интеллект (AI) пен адам интеллектісін салыстырып, олардың ерекшеліктері мен болашақтағы ықпалын зерттейді. Адам интеллектісі шығармашылық, эмоциялық түсініс тік, икемділік және аз мысалдардан үйрену қабілетімен ерекшеленсе, AI деректерді жылдам өңдеп, қайталанатын тапсырмаларды дәл орындайды, бірақ эмоциялық интеллект пен шынайы шығармашылықтан мақұрым. AI-дың шектеулері мен қиындықтары когнитивті шекаралар, этикалық мәселелер және жұмыс орындарының қысқаруы сияқты мәселелерді қамтиды. Болашақта AI мен адам ынтымақтастығының тиімділігі мен инновацияны арттыруда маңызды рөл атқаратыны күтіледі.

Резюме

В этой статье сравниваются искусственный интеллект (AI) и человеческий интеллект, рассматриваются их различия, сходства и возможные последствия в будущем. Человеческий интеллект отличается креативностью, эмоциональным пониманием, гибкостью и способностью учиться на минимальном количестве примеров. AI, развивающийся с середины XX века, превосходит в обработке данных, распознавании шаблонов и высокоскоростных вычислениях, но лишён эмоционального интеллекта и настоящего творчества. Основные ограничения AI связаны с когнитивными границами, этическими вопросами и социальными последствиями, такими как потеря рабочих мест. Ожидается, что будущее будет строиться на сотрудничестве между AI и человеком, где эффективность AI сочетается с человеческим творчеством и эмпатией, что приведёт к росту продуктивности и инноваций.

Artificial Intelligence (AI) has emerged as one of the most transformative technologies in human history, capable of performing tasks that traditionally required human intelligence. From recognizing speech to solving complex problems, AI has raised profound questions about its ability to think like humans. Human intelligence, on the other hand, is deeply rooted in emotional understanding, creativity, and adaptability—qualities that machines struggle to emulate. [1]

When discussing Artificial Intelligence (Al) in comparison to Human Intelligence, a compelling contrast emerges. This comparison, often framed as Al Artificial Intelligence vs Human Intelligence, delves into the intricacies of language and thought processes. Al exhibits the capability to utilize concise, straightforward terminology as well as extended, intricate sentence structures, mirroring the versatility of skilled human writers. This exploration of the difference between Human Intelligence and Artificial Intelligence underscores the captivating nuances within the Al field. [1]

For those captivated by the differentiation between Human Intelligence and Al or those embarking on the path of Al solutions like Conversational Al solutions, Generative Al, Machine Learning solutions, and NLP solutions, an exciting voyage awaits, full of exploration and enchantment.

This article explores the similarities, differences, and future implications of AI compared to human intelligence.

So, lets dive into the discussion of Artificial Intelligence & Human Intelligence.

The Nature of Human Intelligence

Human intelligence encompasses a broad range of cognitive abilities, including reasoning, creativity, emotional understanding, and adaptability. Unlike machines, humans can learn from minimal examples (one-shot learning) and apply knowledge across diverse contexts without extensive reprogramming. Emotional intelligence allows humans to empathize with others, interpret non-verbal cues, and form social connections—skills essential for meaningful interactions. Creativity is another hallmark of human intelligence; it enables the generation of original ideas, art, music, and solutions to complex problems. Human intelligence, often contrasted with artificial human intelligence, encompasses an inherent capacity within individuals for learning, cognition, reasoning, adaptation, and problem-solving. [2]

This diverse cognitive ability involves functions like memory, perception, language, and emotional comprehension. It forms the basis for efficient information processing, decision-making, experiential learning, and critical thinking, derived from a combination of distinct mental faculties rather than a singular skill. [2]

Human intelligence empowers effective communication, artistic expression, technological progress, and a profound comprehension of the surrounding world. It is marked by its adaptability, creativity, and the ability to derive insights from both successes and failures. This foundational aspect defines the exceptional aptitude of humans in navigating the intricate complexities of life and the universe. [3]

The Development and Capabilities of AI

AI originated in the mid-20th century with the goal of simulating human cognitive processes. It excels in tasks such as data analysis, pattern recognition, and high-speed computations. Machine learning—a subset of AI—allows systems to adapt based on experience by processing vast amounts of data. Applications range from healthcare diagnostics to autonomous vehicles and smart assistants. This involves enabling machines to comprehend language, make decisions, and even operate vehicles, tasks typically associated with human cognition. AI relies on mathematical principles and learning algorithms to simulate human thought processes within computer systems. [4]

The complexity of Al becomes evident when it grapples with human language. It can communicate in short, precise sentences or craft extended; detailed narratives akin to a skilled writer. This inherent diversity in its communication style makes Al an intriguing and often unpredictable entity.

To truly grasp Al, one must appreciate its ability to navigate the fine line between complexity and adaptability when conveying ideas in human language. [4]

However, while AI demonstrates efficiency in repetitive tasks, it lacks emotional understanding and genuine creativity.

Comparing AI and Human Intelligence

Artificial Intelligence vs. Human Intelligence are two distinct forms of cognitive capabilities, each with its own strengths and limitations. Here's a comparison between the two:

Learning Process:

AI: Al learns through data and algorithms. It requires large amounts of data and training to acquire knowledge and improve performance.

Human Intelligence: Humans learn through a combination of education, experience, and exposure. We can generalize knowledge from one domain to another and learn from fewer examples. [3]

Processing Speed:

Al: Al processes information at incredible speed, making it ideal for repetitive, high-speed tasks and computations.

Human Intelligence: Human thinking is comparatively slower but more flexible and adaptable, excelling in tasks that require creativity, emotional understanding, and complex decision-making.

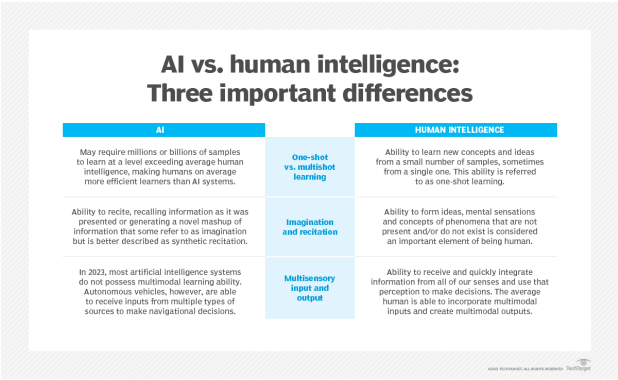
Creativity:

Al: Al lacks true creativity. It can generate content based on patterns in data but doesn't possess genuine creativity or imagination.

Human Intelligence: Humans are inherently creative, capable of producing original ideas, art, music, and novel solutions to problems. [5]

Emotional Intelligence:

Al: Al has no emotional understanding or empathy. It doesn't experience emotions or comprehend human emotional states without external input. [5]



Human Intelligence: Humans possess emotional intelligence, allowing us to understand and empathize with others, interpret non-verbal cues, and form social connections.

Adaptability:

Al: Al is highly specialized and struggles to adapt to new, unforeseen situations without reprogramming or extensive training.

Human Intelligence: Humans are remarkably adaptable, able to apply knowledge and skills across diverse situations and learn rapidly from novel experiences. [5]

Error Handling:

Al: Al is precise and consistent but can make errors when faced with unexpected or ambiguous situations.

Human Intelligence: Humans are resilient in handling unexpected situations and uncertainties, but we are also prone to cognitive biases and errors. [6]

Understanding Context:

Al: Al can struggle with understanding the context and subtleties in language, humor, and sarcasm.

Human Intelligence: Humans excel at grasping the nuances of context, idiomatic expressions, and the emotional tone in communication.

Biological vs. Synthetic:

Al: Al is a product of human engineering and is made of computer code and data. It is synthetic and lacks consciousness.

Human Intelligence: Human intelligence is biological and tied to the brain, involving consciousness, self-awareness, and subjective experience. [6]

Will Al replace humans?

The ongoing debate revolves around whether artificial intelligence solutions will supplant humans. Al has demonstrated exceptional proficiency in task automation and efficiency enhancement.

However, it lags in replicating distinct human attributes such as empathy, creativity, and intricate problem-solving. Although Al excels in specific domains, it grapples with navigating human emotions and ethical dilemmas, raising doubts about its potential to entirely replace humans in roles demanding these qualities. In the shifting landscape of work and technology, it is essential to acknowledge that the Artificial Intelligence vs Human Intelligence relationship is more likely to be synergistic rather than adversarial. Al can certainly assume certain job functions, but it also introduces fresh opportunities for humans to explore more creative and intellectually demanding roles. Instead of substitution, the future is expected to witness a dynamic partnership between Al and humans, with each complementing the strengths of the other, resulting in a more effective and innovative world. [6]

Challenges and Limitations

Despite its capabilities, AI faces significant challenges:

Cognitive Limits: Current AI systems cannot replicate the abstract reasoning or flexibility inherent in human cognition.

Ethical Concerns: Issues such as privacy violations, bias in algorithms, and misuse raise ethical dilemmas.

Societal Impact: Automation threatens jobs across industries, necessitating discussions about equitable integration into society.

Future Perspectives

The future may see increased collaboration between humans and AI rather than competition:

Complementary Roles: Humans bring creativity and empathy; AI contributes efficiency and precision.

Advanced Applications: From space exploration to personalized medicine, AI's potential continues to grow.

Philosophical Questions: Can machines ever achieve consciousness or think independently? This remains an open debate among researchers. [5]

In conclusion, the question of whether machines can think like humans remains a complex and multifaceted issue. While Artificial Intelligence has made significant strides in simulating human cognition, particularly in areas such as data analysis and problem-solving, it still lacks the emotional depth, creativity, and adaptability that define human intelligence. The unique capacity of humans to empathize, innovate, and navigate complex social contexts continues to set us apart from even the most advanced AI systems.

However, rather than viewing AI as a competitor to human intelligence, it is more productive to see it as a complementary tool. By leveraging AI's strengths in efficiency and precision, humans can focus on tasks that require creativity, empathy, and strategic thinking. The future of AI development should prioritize collaboration between humans and machines, enhancing productivity and innovation while addressing ethical concerns and societal impacts.

Ultimately, the pursuit of creating machines that think like humans not only pushes the boundaries of technological innovation but also prompts profound philosophical reflections on what it means to be intelligent and conscious. As AI continues to evolve, it will be crucial to maintain a nuanced understanding of its capabilities and limitations, ensuring that its integration into society benefits humanity as a whole.

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АҒЫЛШЫН ЖӘНЕ НЕМІС ТІЛДЕРІНДЕГІ ЗАТ ЕСІМДЕРДІҢ САЛЫСТЫРМАЛЫ ТАЛДАУЫ: ҰҚСАСТЫҚТАР МЕН АЙЫРМАШЫЛЫҚТАР

Жақсылық Нұрай, Абдумалик Сабина
6В01707 – «Шетел тілі (ІР)» білім беру бағдарламасының студенттері,
Ғылыми жетекшісі: аға оқытушы Г.И. Турсынова
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Резюме

В данной статье проводится сравнительный анализ структурных и семантических особенностей имен существительных в английском и немецком языках. В ходе исследования рассматриваются грамматические категории (род, падеж, число), способы образования (деривация, словосложение), а также лексико-семантические группы имен существительных в обоих языках. В статье выявляются сходства и различия между языками, демонстрируется их место и роль в соответствующих языковых системах. Результаты исследования могут быть полезны для специалистов в области языкознания, преподавателей и студентов английского и немецкого языков.

Ключевые слова: сравнительный анализ, имя существительное, английский язык, немецкий язык, грамматические категории, словообразование, лексическая семантика.

Abstract

This article provides a comparative analysis of the structural and semantic features of nouns in English and German. The study examines the grammatical categories (gender, case, number), word formation processes (derivation, compounding), as well as lexical-semantic groups of nouns in both languages. The article identifies similarities and differences between the languages, highlighting their place and role within the respective linguistic systems. The findings of this research may be useful for linguists,

teachers, and students of English and German.

Keywords: comparative analysis, noun, English language, German language, grammatical categories, word formation, lexical semantics.

Ағылшын мен неміс тілдері бір түбірден — герман тілдерінен бастау алғанымен, тарихи даму барысында олардың зат есім жүйелерінде айтарлықтай айырмашылықтар қалыптасқан. Ағылшын және неміс тілдеріндегі зат есімдер жүйесінде ұқсастықтар болғанымен, грамматикалық род, септік, артикльдер және көпше түр формалары сияқты категориялар тұрғысынан елеулі айырмашылықтар бар. Бұл айырмашылықтар тіл үйренушілер үшін кедергі келтіруі мүмкін. Алайда грамматикалық құрылымды жүйелі меңгеру, практикалық жаттығулар, және контекстік оқыту әдістері арқылы бұл қиындықтарды жеңуге болады.[1]

Бұл мақала ағылшын және неміс тілдеріндегі зат есімдердің грамматикалық жүйелерін салыстыра отырып, олардың ұқсастықтары мен ерекшеліктерін айқындауға бағытталған. Зерттеу барысында зат есімдердің түрлері, олардың септелуі, грамматикалық роды, көпше түрі және артикльдердің рөлі қарастырылып, тіл үйренушілер үшін практикалық маңызы сараланады. Осы екі тілдегі зат есімдердің құрылымдары мен қызметтері салыстырмалы түрде талданып, олардың ортақ және ерекше белгілерін мысалдармен қарастырамыз. .

Зат есім — тілдің негізгі грамматикалық категорияларының бірі ретінде, сөйлемде маңызды синтаксистік және семантикалық рөл атқарады.[2]

Ұқсастықтары:

Зат есімдердің түрлері: Ағылшын және неміс тілдерінде зат есімдер жалпы және жалқы, деректі және дерексіз болып бөлінеді.

Түрі	Ағылшын	Неміс
Жалпы	house, tree	Haus, Baum
Жалқы	London, John	London, Johann
Деректі	apple, chair	Apfel, Stuhl
Дерексіз	freedom, happiness	Freiheit, Glück

Көпше түрдің жасалуы: Екі тілде де көпше түр түрлі жолдармен жасалады: жалғауларды қосу, ішкі дауысты дыбыстың өзгеруі (неміс тілінде түбірдегі дауысты дыбыстар a, o u Umlaut қабылдайды.), ерекше формалар.[3]

Ағылшын	Неміс
dog → dogs	Hund → Hunde
man → men	Mann → Männer
child → children	Kind → Kinder

Синтаксистік қызметі: Екі тілде де зат есімдер сөйлемде бастауыш, толықтауыш, анықтауыш бола алады:

- Ағылшын тілі: The *book* is on the table. *The boy reads a book. Der Junge liest ein Buch.*
- Неміс тілі: Das *Buch* liegt auf dem Tisch. *Der Junge liest ein Buch.*

Айырмашылықтар

Ағылшын және неміс тілдеріндегі зат есімдердің басты ерекшелігі: неміс тілінде зат

есім міндетті түрде бас әріппен жазылады, ал ағылшын тілінде жалпы есімдер кіші әріптермен жазыла береді, тек жалқы есімдер бас әріппен жазылады. [4]

Түрі	Ағылшынша	Немісше
Жалпы есім	book, car, city	Buch, Auto, Stadt
Жалқы есім	London, John, Amazon	Berlin, Anna, BMW
Нақты зат есім	table, apple, phone	Tisch, Apfel, Handy
Абстрактілі зат есім	freedom, love, justice	Freiheit, Liebe, Gerechtigkeit

Грамматикалық роды (Gender):

Неміс тілінде 3 грамматикалық род бар: Maskulinum (der), Femininum (die), Neutrum (das), ал ағылшын тілінде тек табиғи жынысқа байланысты жіктелу бар.

Неміс	Ағылшын
der Tisch (үстел) – Maskulinum	the table – грамматикалық роды жоқ
die Lampe (шам) – Femininum	the lamp
das Buch (кітап) – Neutrum	the book

Септік жүйе (Case System)

Неміс тілінде 4 септік бар: Nominativ, Genitiv, Dativ, Akkusativ.

Септік	Мысал (неміс)	Аудармасы (қазақша)
Nominativ	Der Mann liest.	Ер адам оқып отыр.
Genitiv	Das Buch des Mannes.	Ер адамның кітабы.
Dativ	Ich gebe dem Mann ein Buch.	Мен ер адамға кітап беремін.
Akkusativ	Ich sehe den Mann.	Мен ер адамды көремін.

Ағылшын тілінде бұл жүйе тек тәуелдік 's арқылы байқалады:

The man's book (Ер адамның кітабы)

Артикльдер жүйесі

Неміс	Ағылшын
der Hund (ит), die Frau (әйел), das Kind (бала)	the dog, the woman, the child
ein Mann, eine Frau	a man, a woman

Көпше түр морфологиясы

Неміс тілінде:

Apfel → Äpfel (умлаутпен)

Haus → Häuser

Frau → Frauen

Ағылшын тілінде:

car → cars

baby → babies

man → men (ерекше)

Негізгі айырмашылықтарды терең талдау

- Неміс тілінің грамматикалық роды Ережеге бағынбайтын, есте сақтауды қажет ететін жүйе.

- Септік жүйе: Сөйлем ішіндегі грамматикалық қарым-қатынастарды білдіреді.

- Артикльдер: Неміс тілінде артикль род, септік, жекеше немесе көпше түр формасын көрсетеді.

- Көпше түр формалары: Неміс тілінде зат есімнің көпше түр формасын жасаудың төрт түрі бар, бірізді ереже жоқ, жаттауды қажет етеді. Ағылшын тілінде -s немесе -es жалғаулары жиі қолданылады.[5]

Тіл үйренушілер үшін қорытындылар

- Неміс тілін үйренушілер: тектер мен септік жүйелерін меңгеруге ерекше назар аударуы тиіс.

- Ағылшын тілін үйренушілер: артикльдер мен кейбір көпше формалардың ерекшеліктерін ескеруі қажет.[6]

- Қай тілде болмасын, интерференция ықтималдығы жоғары — бір тілдің грамматикасын екінші тілге көшіру жиі байқалады.

Ағылшын және неміс тілдері түп негізі бір болғанымен, олардың зат есім жүйелері күрделі эволюциядан өткен. Неміс тіліндегі грамматикалық род пен септік жүйесі ағылшын тіліне қарағанда анағұрлым күрделі. Бұл ерекшеліктерді түсіну — тілді тиімді меңгерудің негізі. Алдағы зерттеулер тарихи грамматиканы тереңірек қарастырып, қазіргі қолданыстағы өзгерістерді талдай алады.

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ӘОЖ 612.24

АҒЫЛШЫН ЖӘНЕ ҚАЗАҚ ТІЛДЕРІНДЕГІ СЫН ЕСІМДЕРДІҢ ҰҚСАСТЫҚТАРЫ МЕН АЙЫРМАШЫЛЫҚТАРЫ

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6В01707 – «Шетел тілі (IP)» білім беру бағдарламасының студенттері,
Ғылыми жетекшісі: аға оқытушы Г.И. Турсынова
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Резюме

В данной статье проводится сравнительно-сопоставительный анализ прилагательных в английском и казахском языках. Исследование направлено на выявление общих и отличительных черт в их грамматических категориях (род, число, падеж – где применимо), степенях сравнения, синтаксических функциях и способах образования. Анализ охватывает морфологические, синтаксические и семантические аспекты прилагательных в рассматриваемых языках, что способствует более глубокому пониманию типологических особенностей каждого из них и выявлению межъязыковых параллелей и расхождений. Результаты исследования могут быть полезны для лингвистов, преподавателей и студентов, изучающих английский и казахский языки, а также для специалистов в области межкультурной коммуникации и переводоведения.

Ключевые слова: сравнительный анализ, сопоставительный анализ, имя прилагательное, английский язык, казахский язык, грамматические категории, степени сравнения, синтаксическая функция, словообразование.

Abstract

This article presents a comparative analysis of adjectives in English and Kazakh languages. The research aims to identify similarities and differences in their grammatical categories (gender, number, case – where applicable), degrees of comparison, syntactic functions, and word formation processes. The analysis covers the morphological, syntactic, and semantic aspects of adjectives in the studied languages, contributing to a deeper understanding of the typological features of each language and the identification of cross-linguistic parallels and divergences. The findings of this research can be beneficial for linguists, teachers, and students of English and Kazakh languages, as well as for specialists in the fields of intercultural communication and translation studies.

Keywords: comparative analysis, contrastive analysis, adjective, English language, Kazakh language, grammatical categories, degrees of comparison, syntactic function, word formation.

Ағылшын және қазақ тілдеріндегі сын есімдер өнімді сөз табы болып табылады. Екі тілде де сын есім семантикалық ерекшелігіне қарай, затты сыр-сипат (сапа, түр, рең, салмақ, көлем т.б.) жағынан анықтайды, бірақ сын есім анықтауыш қызметін атқарып тұрғанда, еш уақытта тәуелденбейді, көптелмейді және септелмейді. Сын есімдер заттың әртүрлі сыр-сипаттары мен белгілерін тікелей де, басқа заттардың қатынастары арқылы да білдіреді

Лексика- грамматикалық сөз табы ретінде сын есімдер заттардың: а) сапасын: *splendid view - көркем көрініс, a brave man - батыл адам, a lazy boy - жалқау бала, a qualitative production* – сапалы өнім; ә) бір заттың бір затқа қатынасын: *a happy woman –бақытты әйел; a mountainous region* – таулы аймақ; б) көлемін, мөлшерін, аумағын: *a high building –биік ғимарат, a square table –төрт бұрышты стол , a deep thought – терең ой, deep knowledge – терең бұрышты стол, a deep khowledge - терең білім;* в) мекендік немесе мезгілдік қатынасын: *daily bread- күнделікті керекті нәрселер, a weekly salary- бір жұмалық жалақы; an urban area- қалалық жер;* 2) түр-түсіне: *a black suit –қара костюм, a green coat - жасыл пальто, a red dress- қызыл көйлек;* 3) мінезіне және қасиетіне қатынасын білдіреді: *a clever pupil –ақылды оқушы, a loyal friend – сенімді дос, a difficult child - қиын бала.* [1,168 б.]

Осындай жалпы сипаттарымен байланысты сын есімдер семантикалық мағыналары мен грамматикалық ерекшеліктеріне қарай ағылшын және қазақ тілдерінде сапалық сын есімдер (Qualitative adjectives) және қатыстық сын есімдер (Relative adjectives) деп 2 салаға бөлінеді [2,231б.]

Заттардың әр алуан белгілерін, яғни түсін, дәмін, сапасын, қасиетін білдіретін сапалық сын есімдердің екі тілде де қызмет ететін негізгі ұксас белгілері бар:

1) Сапалық сындарға тән сөздерге сынның әртүрлі реңін білдіретін шырай категориясының жұрнақтары қосылады;

2) Оларға сындық белгіні күшейту немесе өсіру үшін үстеме сөздер қойылады;

3) Кейде сындардың семантикалық ерекшеліктеріне қарай *(a fast walk* - шапшаң *жүріс)* адвербиальдық *(to walk fast - тез жүру)* қызмет атқарады.

Мысалы: a great man- ұлы адам, cold water- суық су, a better room- жақсырақ бөлме, the most difficult task - ең қиын тапсырма.

Біз қарастырып отырған екі тілдің де өздеріне тән сапалық сын есімдегі айырмашылықтары кездеседі.

Сапалық сын есімдердің бәрі шырай категориясы бойынша жасалына береді десек те, қазақ тіліндегі- *сыбыр - сыбырлау (immobile), керең - кереңдеу (deaf), соңғы - ең соңғы (final)* сөздерінің берілген мағынасы бойынша күшейтпелі немесе салыстырмалы шырай жұрнақтарын және үстеме сөздер қолдана алсақ, ағылшын тілінде қолданыстағы сын есімдер шырай категорияларын құрамайды.

Белгілі бір заттың сын сипаты мен белгісін басқа бір заттың қатысы арқылы білдіретін қатыстық сын есімдер екі тілде де: 1) уақытқа: *yearly - жылдық, monthly rose- ай сайынғы раушан гүлі:* 2) материалға: *woolen blanket - жүн көрпе, wooden hut - ағаш лашық, leathern*

gloves - былғары қолғап; 3) мекенге: *European continent-Еуропалық континент, Northern America - Солтүстік Америка, Southern Kazakhstan - Оңтүстік Қазақстан;* 4) қарым-қатынасқа байланысты қолданылады: *fatherly duty - әкелік міндет, friendly help - достық көмек.*

Қазақ және ағылшын тілдерінде қатыстық сын есімдер тиісті жұрнақтар арқылы басқа да есімдерден және етістіктерден жасалып, заттың сыры мен сынына, қасиеті мен сипатына, мекені мен мезгіліне, сыртқы түрі мен түсіне және басқа белгілеріне қатысты сындық мағына бере алады.

Біз салыстырып отырған екі тілде сын есімдердің едәуір ерекшеліктері бар.Олар біріншіден, аударғанда бір сөздің көп мағыналығы; екіншіден, сол аударылған сөздердің ішіндегі сын есімдер кейде сапалық және қатыстық сын есім болып келуі. Ағылшын тілінен аударылған сын есімдердің жасалуы.

Кесте 1. Ағылшын тілінен аударылған сын есімдердің жасалуы

Етістік+жалғау	***Сын есім***	***Сапалық сын есім***	***Қатыстық сын есім***
to change +able *өзгерту*	changeable	-	өзгеріп тұратын
to act +ive *іс істеу*	active		белсенді
to insist +ent *айтқанын істеу*	insistent	өжет, қайсар	табанды
to differ +ent *ерекшелену*	different	әртүрлі	
Зат есім+жалғау	***Сын есім***	***Сапалық сын есім***	***Қатыстық сын есім***
beauty + ful *әдемілік*	beautiful	әдемі	
care + ful *қамқорлық*	careful	қамқор	қамқоршыл
glory +ious *атақ*	glorious	тамаша	даңқты, атақты
dirt +y *лас*	dirty	лас	крлі
frost +y *аяз*	frosty	суық	аязды
Sun +ny *күн*	sunny	шат,мәз	көңілді, қуанышты, күнгей
Сын есім+жалғау	***Сын есім***	***Сапалық сын есім***	***Қатыстық сын есім***
red + ish *қызыл*	reddish		Қызғылт, қызғылттау
stout + ish *жуан*	stoutish		жуандау

White - ақ, high - биік, low - аласа, warm - жылы, small - кіші, grey - сұр, large - үлкен, сияқты сапалық сын есімдер бөлшектенбейтін түбір сөздер есебінде негізгі сын есімдер (Simple adjectives) деп қарастырылады.

Қазақ және ағылшын тілдерінде сын есімдердің жасалуы әртүрлі әдістермен, яғни ең тиімді морфологиялық әдіс: ағылшын тілінде префиксті - суффиксті, қазақ тілінде аффиксальді және сөз қосу болып табылады.

Ағылшын тілінде сын есімдер морфологиялық құрамына байланысты негізгі, туынды және құрама сын есімдер болып бөлінсе, қазақ тілінде негізгі және туынды болады.

Жоғарыда айтылған екі тілдегі қатыстық сын есімдер туынды сын есімдер деп айтылады. Ағылшын тіліндегі туынды сын есімдердің көп қолданылатын сөз тудырушы префикстерін, және суффикстер мен префикстерден құралған.

1.Сын есімдер зат есімдерге –al, –ish, -lly, -ous, -y, -ful, суффикстері жалғану арқылы жасалынады: *central - орталық, careful - қамқоршыл, Polish - поляктық, famous - атақты, rainy - жауынды, friendly - жолдастық;* –al, -ful, -y, суффикстеріне қазақ тіліндегі -ды, -ты, -лық, -тық, -шыл сәйкес келеді.

2. Болымсыз мағынадағы суффикс -less зат есімге жалғануы және –in,-il, –ir, –in,-un префикстерінің сын есім алдында қолдануы арқылы жасалынады, *unhappy - бақытсыз, unknown - белгісіз, incapable - қабілетсіз, inexperienced - тәжірбиесіз, hopeless - үмітсіз, homeless - үйсіз, irresponsible - жауапсыз, illegal - заңсыз, impatient - шыдамсыз*. Ағылшын тіліндегі болымсыз суффикстерге және префикстерге қазақ тіліндегі –сыз,- сіз, суффикстері сәйкес.

3.Етістіктен сын есім тудыратын –ent,-ant, –ive, *different - әртүрлі, resistant - мықты, active - белсенді, restrictive - шек қоятын.*

4.Сын есімнен сын есім туыратын суффикс-ish: *reddish - қызғылт, brownish - мықты, active - қоңырқай,* қазақ тіліндегі –ғылт, –қай суффикстеріне сәйкес келеді.

Ағылшын тілінде туынды сын есімдерден басқа құрама сын есімдер (Compound adjectives) [2,233б] ең кемі екі түбірден құралады.

1.Зат есім + сын есім *high – class - жоғары кластық (ұшаққа, пойызға байланысты), colour –blind - дальтонизмнен азап шегуші.*

2.сын есім + сын есім *blue – grey - көкшіл сұр, deaf – mute – керең - мылқау*

3.үстеу+есімше *well – trained - жақсы дағдыланған, newly – painted - жаңадан сырланған*

4.Зат есім/есімдік + етістіктен жасалған зат есім *man made - жасанды, heart - breaking-жан түршіктіретін.*

5.сын есім/үстеу + зат есім + ed суффиксі *down – hearted-солғын, басылыңқы, blue-eyed-көк көзді, long-legged - ұзын сирақты.*

Дәл ағылшын тіліндегідей сын есімдерді құрама деп қарастырмаймыз, өйткені сол құрама сын есімдер аударылғанда негізгі немесе туынды сын есімнің формасын алады. Яғни екі тілдің арасындағы морфологиялық құрамына қарай осындай ерекшелігін жоғарыда берілген мысалдардан көруге болады.

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УДК 81’373

FORMATION OF NEW WORDS IN YOUTH SLANG OF THE ENGLISH LANGUAGE

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Түйін

Мақала қазіргі ағылшын тіліндегі жаңа сөздерді зерттеуге, ағылшын тілінің жастар сленгіндегі жаңа сөздердің қалыптасуын теориялық зерттеуге арналған, неология мәселесіне қызығушылықтың артуы неологизмдердің тіл дамуының айнасы ретіндегі маңызды рөліне байланысты, ол тілдің сыртқы факторлардың әсерінен оның қызмет етуінің өзгеретін жағдайларына бейімделуін көрсетеді.

Кілтті сөздер: неологизм, жаргон, мәдениетаралық коммуникация, дүниенің лингвистикалық суреті,

Резюме

Статья посвящена изучению новых слов в современном английском языке, теоретическому исследованию образования новых слов в молодежном сленге английского языка, повышенный интерес к проблеме неологии обусловлен важной ролью неологизмов как зеркала языкового развития, которое отражает приспособление языка к изменяющимся под влиянием внешних факторов условиям его функционирования.

Ключевые слова: неологизм, сленг, межкультурная коммуникация, языковая картина мира.

Neologism (neo + Greek. Logos word) is a new word, language innovation (turn of speech), grammatical feature that appears in language.

A large number of new lexical units appeared in connection with the development of computer technology. Such neologisms can be divided into several semantic groups:

1) lexical units denoting the type of computers and their structure, for example: personal computer (PC) - "personal computer", supercomputer-"supercomputer", multi-user-"computer for several people", neurocomputer-"electronic analogue of the human brain", hardware-"parts of a computer", software-"computer program", monitor-"computer screen", megabyte of computer memory-"megabyte of computer memory", data-"text program, entered into a computer", bogusware-"program computer, compiled for the destruction of computer programs", vaporware-"experimental samples of computers, for exhibitions, but not for production" and others.

2) lexical units denoting the type of computer language, for example: BASIC (Beginners All-purpose Symbolic Instruction Code) - "Basik", Fortran (Formula Translation) - "Fortran" and others;

3) lexical units denoting concepts related to working with computers, for example: liveware - "specialists working on computers", computerman - "computer specialist", computerize - "compile a computer program or equip it with computer equipment", "computerization", computerization - "computerization", to trouble-shoot - "fix, fix a computer", to blitz out - "destroy a part of data in the computer's memory", etc.

In English-speaking countries, computerization is spreading in various spheres of life, including in life. A large number of neologisms related to the use of computers in everyday life is formed with the help of the shortened form tele-, for example: telepost - "a place in the house where a computer is located", telework, to telecommute - "to work at home, having a computer connection with production", telebanking - "a financial service that allows the client to carry out banking operations through a television or a home computer", telemarketing - "the practice of selling by telephone", teleshopping - "ordering a purchase by telephone" (in the last two cases, there is computer fixation of expenses and communication with the bank). Other types of lexical units are also used, for example: dial-a-taxi - "order a taxi by phone", dial-meal - "order by phone" (in these cases, as well as above, computer communication with the corresponding center is provided) and others.[1]

Computerization is used in various fields of science and technology, which leads to the appearance of a large number of terminological neologisms. For example, in the field of linguistics: translation - "machine translation", interlingual - "artificial language for machine translation into several languages", electronic - translator - "computer translator"; in biometrics, in particular for the designation of biometric means of protection against thieves: biometric security - "biometric protection", biometric systems - "biometric security", biometric locks - "biometric locks", computerized card - "cards with a biometric device that allows you to open a door, safe, etc.", finger-print-scanner - "a biometric device that recognizes fingerprints" (i.e. "recognizes"

fingerprints of someone it is possible to open a door, a safe, etc.), biometric eye-scanner - "a biometric device that recognizes the peculiarities of the iris" (in colloquial speech, this device is called Eye-Dentity - a kind of pun on the word identity), voice verification - "a biometric device that recognizes the voice"; in medicine: telemonitory systems\unit - "equipment that allows a doctor to treat patients at a distance" (colloquially, this equipment is called Buddy System, to electronically monitor - "treat patients at a distance with the help of appropriate equipment".

There have also been changes in theatrical life - new types of theatres have appeared, and with them new names, for example: theatre of absurd - “theatre of the absurd”, theatre of cruelty - “theatre of cruelty”, son et lumiere (French = sound fnd light) - “theatre using sound and light effects”, theatre of fact - “theatre of fact”, black theatre - “negro theatre”, etc. Among many other neologisms related to theatrical life, one can name, for example, such nouns as revolve - “revolving stage” and theatredom - “theatrical world”. In the field of cinema, television and video technology, many new technical means have appeared, following them a large number of neologisms have appeared, for example: inflight movies - “movies shown in flight on board an airplane”, inflight videosystem - “video system used on board an airplane”, serial - “a multi-part film with a single plot”, series - “a multi-part film in which each episode has a separate, complete plot”, featurette - “a short documentary film”, satellite-delivered show - “a program transmitted by satellite”, HDTV (High Definition Television) - “high definition television”, chat show - “an interview with a celebrity, broadcast from a studio”, kidvid - “TV shows for children”, videoplayer - a TV for playing video recordings”, video cassette - “video cassette”, video-cassette recorder - “video recorder”, video - camera - “video camera”, video-screen movie - “video film” and others.[2]

A large number of neologisms arise in connection with social changes occurring in English-speaking countries.

Neologisms are understood as any new vocabulary and phraseological units that have appeared in a language at a given stage of its development and either designate new concepts that have arisen as a result of the development of science and technology, new living conditions, socio-political changes, etc., or express existing concepts with new words created for emotional and stylistic purposes.

We will call neologisms of the second type stylistic neologisms in contrast to terminological neologisms, which we call the first group of new words. Both the first and second groups of neologisms have various stylistic functions and are used for a variety of purposes.

Neologisms are usually formed according to the laws of the corresponding language, according to its productive models of word formation. However, literary and bookish neologisms are sometimes created by unproductive methods of word formation. In such cases, the effective force of word-formation means becomes more prominent, more obvious, more tangible. Therefore, the very means of forming new words often act as a stylistic device.

Professor R.A. Budagov quite rightly notes that "in the neologisms of a language, the unity of the stable and constant, on the one hand, and the unstable, mobile, changing, on the other, is usually found."

The stylistic functions of neologisms differ depending on whether the neologism is terminological or stylistic, i.e., in other words, whether it was created to designate newly emerged concepts of objective reality or to explain an existing concept in a special way.

The most characteristic methods of forming neologisms in the language of modern English writers are compounding, conversion, and changing the meanings of words. In the early periods of the development of the style of English artistic speech, barbarisms played a significant role in the formation of stylistic neologisms. Recently, borrowings have given way to the semantic process of forming writers' neologisms. "The turning point in the history of the meaning of many words," writes V.V. Vinogradov, "is their new, highly expressive and figurative individual use. (Our italics - I.G.) This new original use of the word, if it corresponds to the general trends of the semantic development of the language, often determines the entire subsequent semantic history of this word."

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УДК 81’373

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Түйін

Бұл мақалада ағылшын тіліндегі жаңа сөздер форматының теориялық аспектілері қарастырылған. Онда жаргон терминдерінің пайда болуына ықпал ететін әлеуметтік-лингвистикалық факторлар, сөз құрудағы процестер және осы жаңа сөздердің тілдің динамикалық табиғатын бейнелеу тәсілдері қарастырылады. Зерттеу барысында неологизмдерді, морфологиялық шығармашылықты және семантикалық ауысуларды қоса алғанда, жаргон сөзжасам механизмдеріне баса назар аударылады. Сондай-ақ, жас спикерлер арасында жаңа жаргон терминдерінің таралуын жеделдетудегі интернет пен әлеуметтік медианың рөлі талданады. Осы тенденцияларды зерттей отырып, мақала тілдің қалай дамитынын және жастар мәдениетінің осы лингвистикалық жаңашылдыққа қалай ықпал ететінін тереңірек түсінуге бағытталған.

Түйінді сөздер: Жастар сленгтері, сөзжасам, неологизмдер, лингвистикалық шығармашылық, әлеуметтік-лингвистика, интернет тілі, тіл эволюциясы.

Резюме

В этой статье рассматриваются теоретические аспекты формирования новых слов в английском языке. В ней рассматриваются социолингвистические факторы, способствующие появлению жаргонных терминов, процессы, связанные со словообразованием, и способы, с помощью которых эти новые слова отражают динамическую природу языка. Исследование сосредоточено на механизмах образования сленговых слов, включая неологизмы, морфологическую креативность и семантические сдвиги. В нем также анализируется роль Интернета и социальных сетей в ускорении распространения новых сленговых терминов среди молодежи. Исследуя эти тенденции, статья призвана дать более глубокое понимание того, как развивается язык и как молодежная культура способствует этим лингвистическим инновациям.

Ключевые слова: молодежный сленг, словообразование, неологизмы, лингвистическая креативность, социолингвистика, интернет-язык, эволюция языка.

Youth slang represents one of the most dynamic and rapidly evolving components of language. It is not only a reflection of cultural shifts but also a tool for social identity formation among young speakers.

The formation of new words in youth slang is a complex process influenced by various linguistic, social, and technological factors. This study aims to explore the theoretical foundations behind the creation of new words in English youth slang, focusing on the morphological and semantic processes involved, as well as the external influences that shape the evolution of these terms. Through the examination of linguistic creativity and the role of the internet, this article provides a comprehensive view of the mechanisms behind youth slang in contemporary English. Formation of New Words in Youth Slang The formation of new words in youth slang often follows several linguistic patterns that allow for the creation of unique and innovative expressions. These patterns can be broadly categorized into morphological creativity, semantic shift, and borrowing from other languages or contexts.[1]

Morphological Creativity: Youth slang is characterized by a high degree of morphological creativity. This includes the coining of new words through the manipulation of existing roots, prefixes, and suffixes. Common strategies include compounding, clipping, and blending. For

instance, the term "selfie" is a blend of "self" and "photograph", while words like "bromance" (a combination of "bro" and "romance") are examples of compounding. Another popular method in slang formation is clipping, where longer words are shortened for ease of use. A classic example is "fridge", derived from "refrigerator", a term often used in casual speech.[2]

These morphological processes allow young speakers to create and adapt words that fit their social context and communication style. Semantic Shift: Another crucial process in slang word formation is semantic shift, where existing words acquire new meanings. This phenomenon is common in youth slang, as young people often use words in ways that reflect their changing social and cultural experiences. For example, the word "sick", traditionally meaning "ill," has undergone a semantic shift in youth slang to mean something impressive or excellent.

This type of semantic reappropriation allows young speakers to create an alternative linguistic space where conventional meanings are subverted, and new associations emerge. "Cool," once a term for physical temperature, has similarly transformed into a word denoting approval or admiration, further illustrating the flexibility of language in the hands of its speakers. Borrowing from Other Languages and Contexts: In addition to internal linguistic processes, youth slang is heavily influenced by external sources, particularly through borrowing from other languages and subcultures.[3]

The influence of popular culture, music, movies, and especially the internet has brought a wide variety of new terms into everyday speech. For instance, the term "hashtag" originated in the context of social media platforms but quickly entered common language, especially among younger speakers, as a symbol for categorizing or emphasizing topics. Similarly, "chill" has been borrowed from surfing culture, where it initially meant to relax, and now appears in broader slang to mean an easy-going attitude. The internet and digital media play a significant role in disseminating new slang terms across geographical and cultural boundaries, accelerating their adoption by youth communities worldwide.[4]

The Role of the Internet and Social Media

The digital age has dramatically altered how new slang words are formed and spread. With platforms like Twitter, Instagram, and TikTok, young people now have immediate access to a global audience, allowing for faster dissemination and adoption of new terms. Hashtags, memes, and viral content often introduce slang words that gain widespread recognition within days or weeks. The word "lit", for example, initially used in a specific subculture, gained mainstream popularity due to its widespread use in online discussions and content creation. The internet thus functions not only as a medium for the rapid spread of slang but also as a fertile ground for the creation of new words, as young speakers take advantage of the open, informal nature of online communication to innovate linguistically.

Social and Cultural Factors Influencing Slang. Youth slang is also shaped by broader social and cultural factors.[5] Slang often serves as a marker of identity, allowing young people to distinguish themselves from other age groups, particularly from older generations. This function of slang as a sociolect is particularly pronounced in youth communities, where language is used to express solidarity, group membership, and sometimes rebellion. Additionally, slang words often emerge from specific social settings, such as schools, sports, or online gaming communities, where shared experiences foster unique linguistic expressions.[6]

The use of slang can also be a reaction to societal norms or an expression of resistance. Words that initially emerge in marginalized communities often gain traction as they are adopted by a broader youth audience. For example, terms from African American Vernacular English (AAVE) like “yo” and “lit” have crossed into mainstream youth slang, reflecting the intersection of cultural exchange and social movements.[7]

In conclusion, the formation of new words in youth slang in the English language is a dynamic and multifaceted process that involves morphological creativity, semantic shifts, and external influences. Youth slang serves as a vehicle for linguistic innovation, allowing young speakers to express their identities, experiences, and social affiliations.[8] The internet and social media have further accelerated the spread of slang terms, creating a global linguistic landscape

where new words can gain rapid acceptance. Understanding the mechanisms of slang formation not only sheds light on the evolving nature of language but also on the cultural and social factors that drive linguistic change in modern society.

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UDC 811.111

WAYS TO IMPROVE READING AND WRITING SKILLS IN FOREIGN LANGUAGE LESSONS

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Түйін

Бұл мақалада аудио-лингвалдық тәсіл және грамматикалық талдау тәсілдері сияқты дәстүрлі әдістерді пайдалана отырып, шет тілі сабақтарында ылады: Жалпы физикалық жауап (TPR), оқу және әңгімелеу арқылы оқыту (TPRS), фокустау дағдылары, тілдің автоматты өсуі (ALG), табиғи емес тәсіл. Ұсынылған тілді меңгеру стратегиясы ана тілінде сөйлейтіндер оңай түсінілгенге дейін тыңдауға басымдық беруді, одан кейін қосымша әрекет ретінде оқуға баса назар аударуды және сөйлеу мен жазуды өзгертуді қамтиды. Тыңдау дағдыларында айқын кемшіліктері бар студенттерге қарқынды оқуға, жазуға және сөйлеуге көшпес бұрын негізгі тыңдау сабақтарына оралу ұсынылады.

Түйінді сөздер: оқу және жазу, дәстүрлі әдістер, аудио-лингвалдық тәсіл, грамматикалық талдау тәсілі, жалпы физикалық жауап (TPR), оқу және әңгімелеу арқылы оқыту дағдылары (TPRS), тілді автоматты түрде дамыту (ALG), шығармашылық қарым-қатынас дағдылары.

Резюме

В данной статье рассматриваются навыки чтения и письма на уроках иностранного языка, путем использования таких традиционныех методов, как аудиолингвальный подход и подходы грамматического анализа, преобладающие, а также преимущества альтернативного метода: «Тотальная физическая реакция» (TPR), «Умение преподавать посредством чтения и рассказывания историй» (TPRS), «Фокусные навыки», «Автоматический рост речи» (ALG), «Естественный подход» и «Путь без усилий». Рекомендуемая стратегия освоения языка включает в себя приоритет аудирования до тех пор, пока носители языка не станут легко понятны, с последующим смещением акцента на устную и письменную речь, а также чтение в качестве дополнительной деятельности. Учащимся с очевидными недостатками в навыках аудирования рекомендуется вернуться к основным занятиям по аудированию, прежде чем приступать к интенсивному чтению, письму и устной речи.

Ключевые слова: чтение и псиьмо, традиционные методы, аудиолингвальный подход, подход

грамматического анализа, общая физическая реакция (TPR), мастерство преподавания посредством чтения и рассказывания историй (TPRS), автоматическое развитие речи (ALG), творческие коммуникативные навыки.

Foreign language education has encountered formidable challenges, particularly evident in the high dropout rates among students enrolled in language programs. J.H. Lawson's alarming reports highlight an 85% dropout rate by the third year and a staggering 95% by the fourth year for American high school students engaged in foreign language studies. The severity of this issue is further underscored by John B. Carroll's research, which indicates that after two years of study, students often exhibit insufficient proficiency, measured through standardized tests, failing to attain conversational competency in the targeted language. L.A. Jakobovits adds a concerning dimension, noting that a significant majority of language learners may never achieve fluency,[1] and negative learning experiences often lead them to avoid the foreign language and its cultural aspects altogether. The traditional methods employed in foreign language instruction, specifically the audio-lingual and grammar-analysis approaches popularized post-World War II, face substantial criticism for their inadequacy. These methods rely on rote memorization of grammar rules and dialogues, supplemented by pattern practice drills. Their limitations stem from the failure to cultivate communicative skills, given that language is viewed as inherently "creative" and theoretically boundless.[2] This realization prompts a shift in perspective, suggesting that language instruction methods should prioritize the development of creative communication skills. Numerous alternative methods have emerged as effective approaches to address these challenges. Notable among them are Total Physical Response (TPR), Teaching Proficiency through Reading and Storytelling (TPRS), Focal Skills, Automatic Language Growth (ALG), The Natural Approach, and The Effortless Way. Developed by Dr. James Asher, TPR mirrors the natural acquisition of a first language by emphasizing listening before speaking, reading, and writing.[3] This method deliberately delays speech and writing until comprehension is extensively internalized. Valerian Potovosky's research supports the efficacy of postponing oral practice, demonstrating improved overall proficiency in Russian when comprehension of spoken language takes precedence. In essence, traditional grammar-analysis methods are reported to have a staggering failure rate of up to 95%. In contrast, natural methods, particularly those adopting a "listen first" approach, showcase greater potency and effectiveness. Consequently, a recommended strategy for acquiring proficiency in English or any foreign language involves dedicating the majority of effort to listening until native speakers can be comprehended effortlessly. Only then should the focus shift to speaking and writing, with reading serving as a supplementary activity, all while prioritizing continued emphasis on listening. For intermediate or advanced learners experiencing weaknesses in listening skills, a return to foundational listening activities is advocated before engaging in extensive reading, writing, and speaking endeavors. As language educators grapple with these challenges, there arises a critical need for a paradigm shift in language instruction methodologies.[4] The staggering dropout rates and insufficient proficiency levels signal a systemic issue that requires comprehensive reform. Acknowledging the creative and dynamic nature of language, educators must tailor their approaches to align with the principles of effective language acquisition. The success of alternative methods like TPR, TPRS, Focal Skills, ALG, The Natural Approach, and The Effortless Way underscores the potential for a more holistic and engaging language education experience. By prioritizing listening as the foundational skill, students can develop a solid understanding of the language before venturing into speaking and writing activities. This approach mirrors the natural progression observed in first language acquisition, emphasizing the importance of comprehension before expression. Furthermore, the negative learning experiences reported by students underscore the need for a positive and encouraging language learning environment.[5] The traditional methods, with their emphasis on memorization and repetitive drills, contribute to frustration and disengagement. In contrast, methods like TPR and TPRS, rooted in experiential and story-based learning, offer a more enjoyable and effective language learning experience. To address the existing challenges in foreign language education, institutions should consider adopting a more flexible and

adaptive curriculum. Integrating modern methodologies that focus on real-world communication, cultural immersion, and contextual understanding can significantly enhance the language learning journey. Embracing technology, incorporating multimedia resources, and fostering interactive and collaborative learning environments can further contribute to creating a positive and effective language education ecosystem.[6]

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

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УДК 811.111

IMPROVING READING AND WRITING SKILLS WITH LANGUAGE PLATFORMS

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Түйін

Бұл мақалада тілдік платформалар мен мобильді қосымшалар арқылы ағылшын тілі сабақтарында оқу және жазу дағдыларын жақсарту мүмкіндіктері қарастырылады. Біз мысал ретінде Duolingo қолданбасын пайдалана отырып, оқу және жазу дағдыларын жақсарту бойынша қорытындылар мен ұсыныстарды ұсынамыз. Мақалада үйренушілерге олардың дамуына көмектесетін ағылшын тілін мобильді оқытудың әсер етуінің негізгі бағыттары көрсетілген.

Түйін сөздер: Оқу және жазу дағдылары, тілдік платформалар, критериалды бағалау, шығармашылық ойлау.

Резюме

В данной статье рассматривается возможности совершенствования навыков чтения и письма на уроках английского языка, с помощью языковых платформ и мобильных приложений. Предлагаем выводы и предложения по совершенствованию навыков чтения и письма, на примере приложения Duolingo. В статье выделены основные сферы влияния мобильного обучения английского языка, которые могут помочь обучающимся в развитии.

Ключевые слова: Навыки чтения и письма, языковые платформы, критериальное оценивание, креативное мышление.

Learning English with a mobile app is a convenient and affordable way. You can study at any time, even if you have a limited amount of time. Apps offer a wide range of materials, including lessons, games, pronunciation training, and more, making the learning process interesting and varied.

Learning English with a mobile app also allows you to personalize your learning experience. You can choose topics that interest you and learn at your own pace. In addition, many apps offer the opportunity to interact with other users, share experiences, and receive feedback from native speakers, which helps improve communication skills. Thus, learning a language becomes not only an effective but also an exciting process.

One of the most effective apps for learning English is Duolingo.

Duolingo is one of the most popular apps for learning foreign languages. It offers a wide range of languages and difficulty levels, as well as interesting and effective lessons. The app uses a game-like approach to learning, offering the user to complete various tasks, such as translations, choosing the correct answer, listening and repeating phrases, and much more. Duolingo also provides progress statistics, motivating achievements, and the ability to communicate with other users. It is available on both iOS and Android, and also has a web version, making it convenient to use on different devices [3].

Learning English with the Duolingo app is a fun and effective way. Here are some key features of this process:

1) Game-based approach: Duolingo uses gamification to engage users. Lessons are designed as game-like tasks, which makes the learning process fun and motivating.

2) Interactive lessons: The app offers a variety of exercises, including translations, audio recordings, memorization exercises, and pronunciation exercises. This helps develop skills in reading, writing, listening, and speaking.

3) Personalized experience: Duolingo adapts lessons according to your knowledge and progress. It offers revision in areas where you need more practice, making learning more effective.

4) Accessibility and Flexibility: You can use Duolingo anytime and anywhere with just an internet connection. This makes it ideal for studying on the go, during your lunch break, or in your free time.

5) Social Interaction: Duolingo allows you to connect with other users, join communities, and share knowledge. This helps make the learning process more social and fun [3].

Overall, Duolingo provides all the tools you need to make learning English effective, fun, and accessible to everyone.

Fun Facts About Duolingo:

1. Over 300 Million Users: Duolingo is one of the most popular language learning apps, attracting millions of users from all over the world.

2. Scientifically Developed: Duolingo is based on scientific research in language learning. It integrates techniques like spaced repetition and gamification to make the learning process more effective and fun.

3. Educational Integration: Some educational institutions and even schools include Duolingo in their curriculum. This allows students to learn languages outside of the classroom and at their own pace.

4. The "Duolingo Effect": A 2012 study found that Duolingo users who studied a language for just 34 hours could achieve the equivalent of a six-month university language course.

5. Social: Duolingo allows users to connect with each other, create study groups, and compete in games, which helps motivate and improve their performance.

6. Accessibility: The app is available in over 30 languages and allows users to learn a variety of languages, from popular to rare and exotic.

7. Charity: In 2012, Duolingo launched the "Duolingo for Schools" initiative, providing teachers with tools to use Duolingo in the classroom for free [1].

Since I am a future primary school teacher, this application is an interesting way to learn a language through a game format. That is, not only adults but also primary school students can study with this application, and this application has many popular languages in addition to English. In the future, I can simultaneously use this application additionally to study English for students. And also the textbook in its free time can study any language of the world through this application. But here the question may arise: is it difficult to learn a language through an application for primary school students. In my opinion, there should be no difficulties, since today's children quickly grasp information and are good at gadgets [2].

Each student is an individual and each student perceives the material being studied differently. Someone is more nimble, and someone is more passive. Yes, I do not deny that this method of teaching English will be difficult for the first and second grades, since the children are still small and for them learning another language is already a huge stress. This method of teaching can be started from the third grade. At this age, it is necessary to provide the child with time for games and development. Free time from clubs and homework. Because children at this age like to play.

And here the Duolingo application will help, the Duolingo application itself is very bright, and it also has a lot of illustrations, just for children. Duolingo "lessons" are short and exciting - maximum five minutes.

The development of a whole range of mobile applications for learning foreign languages is becoming especially relevant, since knowledge of a foreign language is becoming one of the most important skills of a modern successful person. Learning a foreign language is not an easy task, especially in the conditions of the modern dynamic world. Mobile applications help to expand vocabulary, learn grammar, and also teach you to perceive the oral speech of native speakers. In addition, they provide an opportunity to study the language at any time: on the road, traveling, standing in line, etc. [3]

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УДК 81:008

TYPOLOGICAL EXPRESSION OF TEMPORAL RELATIONS IN ENGLISH AND KAZAKH LANGUAGES IN THE ASPECT OF INTERCULTURAL COMMUNICATION

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Түйін

Мақала тілдер мен мәдениеттердің "қақтығысы" болып табылатын мәдениетаралық қарым-қатынас процесінде ағылшын және қазақ тілдеріндегі уақытша қатынастардың топологиялық көрінісінің ерекшеліктерін сипаттауға арналған. Автор жұмыста мәдениеттердің өзара әрекеттесуінің негізгі мәселелерін қарастыратын мәдениетаралық коммуникация теорияларын талдауға ерекше назар аударады.

Түйінді сөздер мен сөз тіркестері: типологиялық зерттеу, уақытша қатынастарды білдіру, қарым-қатынас, мәдениет, ұлттық тіл, стереотип, құндылықтар, тілдік тосқауыл, мәдени тосқауыл, коммуникация, мәдениет, ұлттық тіл, стереотип, құндылықтар, тілдік тосқауыл, мәдени тосқауыл.

Аннотация

Статья посвящена характеристике особенностей топологического выражения временных отношений в английском и казахском языках в процессе межкультурной коммуникации, представляющего собой "столкновение" языков и культур. Особое внимание в работе автор уделяет анализу теорий межкультурной коммуникации, в которых рассматриваются основные проблемы взаимодействия культур.

Ключевые слова и фразы: Типологическое исследование, выражение временных отношений, коммуникация, культура, национальный язык, стереотип, ценности, языковой барьер, культурный барьер, communication, culture, national language, stereotype, values, language barrier, culture barrier.

At the end of the 90s, the concept of “intercultural competence” firmly entered the Russian methodology as an indicator of the formation of a person's ability to effectively participate in intercultural communication and as an important category of the new scientific paradigm. The appeal to a new scientific paradigm in linguistics is due to a number of objective circumstances, among which the most significant are the following: Modern geoeconomic and geocultural situations force a person to be able to coexist in a common living world, which means to be able to build a mutually beneficial dialogue with all subjects of this common living space, to be able to build humanitarian intercultural bridges between representatives of different professions and cultures. An important role in this is played by language, which is the only possible tool with the help of which the construction of bridges of understanding and interaction between representatives of different linguo-ethnic communities becomes a reality. Hence, the reorientation of linguodidactic and methodological research on the problem of intercultural communication is obvious, or rather, on the problems of forming students' ability to effectively participate in it. Intercultural communication is interpreted by Russian linguistic didactics as a set of specific interaction processes between communication partners belonging to different linguo-ethno-cultural communities[1].

Communication in intercultural situations, even if its participants possess a common language code, is always characterized by conflicts between knowledge and ignorance. The main vector of modern linguodidactic and methodological scientific research should be aimed at resolving these conflicts, i.e. on the theoretical substantiation of the most optimal ways of developing students' ability to realize and understand foreign language lexical and grammatical constructions that correspond to the norms of the communicative activity of an individual of a different linguo-ethnocultural community and a different national-linguistic picture of the world. It is about the development of a person's ability to intercultural communication. This process is carried out in educational conditions in the interconnection of students' mastering of a foreign language code, the development of their cultural experience, in which it is possible to distinguish the individual's attitude to himself, to the world[2].

Mastering each new language, a person expands not only his horizons, but also the boundaries of his worldview and attitude. The way he perceives the world, and what he sees in it, is always reflected in concepts formed on the basis of the person of the original language and taking into account the whole variety of expressive means inherent in this language. Moreover, no situation is perceived by a person impartially. They are assessed by him, as well as the phenomena of other cultures, always through the prism of cultural norms and values accepted in the native linguistic society, through the prism of the model of world outlook assimilated by the individual. Under these conditions, intercultural relations develop between people, in which cultural systemicity is cognized at moments of going beyond the boundaries of the system. Using his linguocultural experience and his national-cultural traditions and habits, the subject of intercultural communication simultaneously tries to learn not only the linguistic code, but also other customs and habits, other norms of social behavior, while he realizes the fact of their foreignness, then the circumstance gives

reason to believe, that intercultural communication covers the ontological aspect of the formation of a personality, while communicative - its linguistic and speech abilities. It is possible to draw a number of conclusions that are of fundamental importance for modern learning of foreign languages. We are talking about rethinking the essence and content of learning objectives, the requirements of intercultural communication make it necessary to teach the following skills:

- use FL in authentic situations of intercultural communication;
- explain and assimilate someone else's way of life;
- to expand the individual picture of the world by introducing the speakers of the target language to the linguistic picture of the world [3].

Skills and abilities, knowledge and skills, the development of links in one chain - the formation of personality. Foreign language teaching, in the context of the intercultural paradigm, has a great personal development potential and from this point of view it is promising for the school. The main conclusion from what has been said boils down to understanding the modern goal of teaching IL as an interactive whole that has an outlet "to the student's personality, his readiness, abilities and personal qualities that allow him to carry out various types of speech-thinking activity in conditions of social interaction with representatives of other lingvo-ethnosociations and their culture. linguistic image of the world.

The integrativeness of this goal is manifested in the interconnection of its three aspects: pragmatic, cognitive, pedagogical..

The first pragmatic aspect is associated with the formation of a student's communicative competence, the second - with the use of foreign language as a tool for learning a different linguistic culture and means of developing intercultural competence and personality in general. The pedagogical aspect is designed to determine the mode of extra-linguistic existence (a polycultural linguistic personality. The extra-linguistic qualities of a person who are able to communicate successfully in situations of intercultural interaction include independence, the activity of empathy. The latter is based on the experience of the emotional-evaluative attitude of the individual to the linguistic-ethnocultural interaction of his subjects. connects empathy with the manifestation of tolerance to a different way of thinking.

The intercultural paradigm requires the implementation of at least two interrelated and interdependent approaches in teaching a foreign language and culture in the linguo-socio-cultural plan [1].

The first approach is linguo-ethno-economic - aimed at students' awareness of the importance and necessity of knowing their native language and culture, their belonging to a particular ethnic group. For Russia, multilingual ethno-cultural education consists in directing public consciousness to preserving the ethnic identity of all peoples inhabiting the country, to form at the individual level of consciousness a sense of ethnopsychological, and not just political belonging to an interethical community. Another approach to the implementation of teaching non-native languages in the context of an intercultural paradigm can be called interlingual cultural[4]. It is focused on studying and mastering the traditions of European and world cultures, which requires knowledge of the languages of international communication and the languages of border states. This makes a person socially mobile in the labor market in the European and global spaces. This gives him the opportunity to freely enter the globalized world. For Russian conditions, the problem of multicultural education is relevant, in the center of which is a person with multilingual and multicultural competence.

The goal of teaching IL is the development of a student's ability for intercultural interaction and for using the studied language as a tool for this interaction - in the most natural way it influences the content of training and the choice of technology for its assimilation.

The content of teaching a non-native language, its subject aspect is not an advertisement for someone else's way of life, but the basis for the development of the ability to “look at the world through the eyes of a native speaker”. Not a single foreign textbook can satisfy the needs of the Russian school, since in the mainstream of the intercultural paradigm it is wrong to limit the educational process to the linguocultural parameters of the country.

The native linguo-ethnoculture should take an essential place in the educational process. This process should be aimed at developing an understanding of the linguo-ethno-cultural specifics of the native speaker of the target language while maintaining the natural style of communication, which is designed to distinguish his speech and non-speech behavior in intercultural communication with foreign peers. Domestic scientists have yet to select culturological samples offered at the FY lesson. It is already obvious today that the intercultural component of the educational process dictates the need to search for new psychological, pedagogical, methodological solutions. These solutions are associated with modeling learning systems for foreign languages as a process of introducing individual experience of communication with someone else's linguistic culture. Students, comparing different conceptual systems, enrich the pack of consciousness by internationalizing the world beyond their native cultural reality and means and structuring.

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УДК 81:008

TYPOLOGICAL EXPRESSION OF TEMPORAL RELATIONS IN KAZAKH AND ENGLISH LANGUAGES BASED ON ASSOCIATIVE EXPERIMENTS OF NATIVE SPEAKERS

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Түйін

Бұл мақалада қазақ және ағылшын тілдеріндегі уақытша қатынастардың типологиялық ерекшеліктерін салыстыруға, сондай-ақ А.А. Залевская және басқа авторлар жүргізген ассоциативті эксперименттердің материалдарын тіларалық салыстыруға, сондай-ақ ана тілі мен мәдениетінен алынған эксперименттік деректерді кеңінен қамту мүмкіндіктері қарастырылған.

Кілт сөздер. Типология, уақытша қатынастардың көрінісі, мәдениетаралық салыстыру, уақытша қатынастардың көрінісі, Ана тілі мен мәдениеті, ассоциативті эксперимент, ядро мен периферия, психикалық лексика.

Аннотация

В данной статье предпринято попытка сравнения типологических особенностей временных отношений в казахском и английском языках, а также межъязыковое сопоставление материалов ассоциативных экспериментов, проведенных А.А. Залевской и другими авторами, также рассматривается возможности широкого охвата экспериментальных данных, полученных от носителей языка и культур.

Ключевые слова. Типология, выражение временных отншений, межкультурное сопоставление, выражение временных отношений, носители языка и культуры, ассоциативный эксперимент, ядро и периферия, ментальный лексикон.

In order to identify the principles of organization of units of the lexicon of an individual, an interlanguage comparison of the materials of associative experiments conducted by A.A. Zalevskaya and other authors with speakers of different languages [2].

In the course of this study, associative pairs of words were found that can be interpreted as products of the manifestation of the specific language and culture of the subjects, clearly traced against the backdrop of universal trends in the actualization of associative relations between units of the lexicon. Below are some of the established facts using materials from free associative experiments [3].

According to the research of A.A. Zalevskaya, for example, the associative fields of four Russian color codes WHITE, YELLOW, RED and BLUE and their correlates in Belarusian, Ukrainian, Slovak, Polish, English (according to American and British associative norms), German, French, Kazakh, Kyrgyz and Uzbek languages [3].

The analysis of the research results shows that the vast majority of frequent paradigmatic reactions to the studied source words are color terms, however, not all of them are found in this table equally often. Having made simple calculations, it can be established that subjects of different groups most often used the color designations black, blue, green, red, white, and yellow (they met 40, 30, 30, 30, 2, and 20 times, respectively) [3].

The conclusion reached is in good agreement with the results of the analysis of the “core” of the vocabulary of a native English speaker: among those A.A. Zalevskaya 75 English words, according to the "Associative English Thesaurus" [Kiss et.al. 1972] the largest number of “incoming” associative links with other units of the lexicon, we see the color designation black 'black' - 549 links, red 'red' - 477 links, white 'white' - 450 links and green 'green' - 395 links [4].

Of the published materials on the formation and structuring of nuclear lists of mental lexicon units based on direct and reverse associative dictionaries, we have data on English, Spanish, Vietnamese, Russian, Belarusian, Ukrainian, Bulgarian, Kazakh, and other experimental material. Moreover, the materials of the Russian and Kazakh languages are presented in the diachronic aspect, which gives particular interest in comparing them in terms of studying the transformation and dynamics of the mental climate of these ethnic groups over time.

The results of the study showed that of the compared lexicons 4 conceptually significant values coincided: a person, life, big and good, the Russians and Kazakhs showing the greatest commonality (all 4 matches), the Spaniards were less close to them (3 matches); 2 concepts coincided with the British - a man and a good one [5].

It should be noted that the pronoun "I", noted among the British in the first place among the conceptual values, among the Spaniards is the third, among the Russians it is 36 and among the Kazakhs in 97. Positioning oneself in the center of the universe and drawing attention to own “I” as the highest value is characteristic of the egocentric representations of Western European culture (which is now accepted to be presented as some “universal” values), subordinating the challenges of the outside world to its interests; while the Eastern European Russian and Central Asian Kazakh cultures are more focused on people / adam, where life / өmir is considered the highest value, and the main characteristic of the world for them is the definition of a big / үлкен and beautiful / әдем [1].

Paradigmatic associative reactions that are not color labels include light, dark, bright associates, which apparently can be interpreted as occupying an intermediate position between color labels and evaluative adjectives, such as the beautiful associate used in Table 3, used by Ukrainians and Slovaks in connection with correlates of the three considered source words - WHITE, RED, BLUE - and Belarusians in connection with the correlates of the word BLUE. Of great interest are associates clean, honest, drunk. The first of them is correlated with the correlations of the word WHITE by six groups of subjects (Russians, Belarussians, Slovaks, Americans, English and French) and can be caused by the actualization of the use of the concept of whiteness as a standard of purity for representatives of the respective cultures. Other reasons are caused by the emergence of honest and drunk associates: the correlates of the word WHITE in the studied Turkic languages have the lexical-semantic version of 'honest', and the German correlates of the words BLUE have the colloquial meaning of 'drunk', thus, in both of these cases, the implementation of the language specific factor is clearly traced. subjects.

The first of the mentioned types of communication is implemented identically for all the

words under discussion: being color labels, they all cause a superordinate color. This makes it necessary to emphasize the conditionality of the inclusion of the associate in the table of reactions syntagmatically related to the source word: in this case, the implementation of an in-depth paradigmatic connection is indisputable, which indicates the inadequacy of the traditional use of the formal phrase of the source word and the associative reaction to the same or to different lexical and grammatical classes to distinguish between paradigmatic and syntactic reactions. The need has ripened for a psycholinguistic interpretation of paradigmatics and syntagmatics from the standpoint of deep-seated processes of an individual establishing links between words during an associative experiment [7].

It should be noted that differences in the use of superordinate reactions by speakers of different languages have long attracted the attention of researchers. Moreover, when comparing associative norms received from native speakers of the same - English - language in 1910 and in 1952. it was found that at the beginning of the century reactions of this type were almost twice as frequent as in the middle of the century [Jenkins, Russell 1960]. It was also established that American and French workers produced superordinate reactions almost twice as often as students who spoke the same languages in the same countries [Rosenzweig, 1964], while each of the French experimental groups produced almost half as many high-frequency superordinate reactions as relevant American groups. The latter cannot be explained by the language factor, as French-speaking Canadians gave the same percentage of super-coordinate reactions in English. Summing up such data and taking into account the results of our analysis of the associative fields of 111 words correlates in a number of languages, we can draw the following conclusions: first, the considerations expressed above regarding the role of the language factor in the formation of the BLUE type associative connection - color cannot be extended to other cases of summing up superordinate (we'll clarify that, traditionally, only cases of the type EAGLE - bird are usually referred to as such cases); secondly, it is impossible to build hypotheses explaining the reasons for the actualization of one or another type of associative connection without taking into account: a) the specifics of the semantic structure of the words being studied, b) the dynamics of the development of the meaning of the word both in the individual consciousness and in the language as a public domain, and c) dynamics of ways of identifying the meaning of words adopted in various social groups at different periods of their existence. It seems important to emphasize that summing up a more general concept is only one of the possible ways of explaining to oneself or others the meaning of a word; in the materials of associative experiments, one can trace identification through an example (RODENT - rat) or a sign (SCREAM - loudly), through correlation with a word that is close in meaning or opposite in meaning (IS - eat and LIFE - death), etc., good sabs they are also used in everyday communication (cf. an explanation through an example in VV Mayakovsky's poem "What is GOOD and what is BAD").

A.A. Zalevskaya experiment was conducted with students who were asked to rate on a 7-point scale from "very good" to "very bad") a set of Russian color codes. In this case, the red color received the highest positive rating, and black was ranked among the worst. Between them, in the following order, are the rest of the studied color terms: red, green, blue, white, yellow, brown, gray, black. In a free associative experiment, where the installation is not given the opportunity to express their attitude to objects denoted by the source words (or to words, it is almost impossible to distinguish this in the experiment), the subjects make such an assessment involuntarily. It is important to emphasize that, perceiving the source words out of the situation and out of context in its traditional interpretation, the subjects immediately (and involuntarily) include these words in the context of their previous emotional experience, interacting with the system of norms and ratings adopted in the corresponding society. From this it becomes clear why in the materials of associative experiments the differences in the reactions of the evaluative type among representatives of different cultures are so well traced.

We hope that in the near future it will be possible to broadly cover experimental data obtained from speakers of different languages and cultures in the same and distantly located regions. It seems that the time has come to move from descriptive studies to an explanation of established facts,

taking into account the specifics of the processes of categorization of the surrounding world in an individual consciousness, schemes for storing world knowledge, the interaction of linguistic and encyclopedic knowledge of the world, the interaction of linguistic and encyclopedic knowledge and their refraction through the prism of the generated in society, the system of norms and assessments and the emotional experience of the individual. Only under this condition the analysis of the national-cultural specifics of verbal associations will cease to be an end in itself and will turn out to be an integral part of a broad research program aimed at solving the urgent problem of the relationship between language, thinking and culture.

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УДК 372.881.1

FEATURES OF THE LINGUACULTURAL STUDY OF PHRASEOLOGICAL UNITS IN RUSSIAN AND ENGLISH

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Аннотация

Статья посвящена особенностям лингвокультурологического исследования фразеологизмов в русском и английском языках на примереи перевода фразеологизмов английского языка с именами собственными с английского на русский язык.

Ключевые слова: фразеологизмы, ономастика, теория перевода, сигнификация, эквивалентность, лексические единицы, словосочетания.

Abstract

The article is devoted to the peculiarities of the linguacultural study of phraseological units in Russian and English languages using the example of the translation of English phraseological units with proper names from English into Russian.

Keywords: phraseological units, onomastics, translation theory, signification, equivalence, lexical units, phrases.

As a result of a continuous sample from the English-Russian phraseological dictionary, we selected 260 phraseological units with a proper noun component. Phraseological units, which include biblicalisms, exist in the languages of all countries, the history of which is in one way or

another connected with Christianity. However, no other language has experienced such a noticeable influence of the Bible as English. For centuries, the Bible has been the most widely read and quoted book in England. Not only individual words, but also whole idiomatic expressions entered the English language from its pages. To this day, Bible study is compulsory in schools in England. Every year, new editions of the Bible appear, intended for various social groups and segments of the population, designed for people of different ages. The result is a wide penetration into the language and frequent use of biblical expressions. Biblical references are common in English literature. As for the proper names in relation to them, the question of translation, of course, does not arise, and the analogy with the forms of transmission of realities ceases here.

As noted by V.P. Berkov, ″toonyms are the only group of proper names that lexicographers of different countries more or less unanimously include in translation dictionaries″ [Berkov V.P., 1973: 68]. It is difficult to overestimate the symbolic socio-psychological and geopolitical significance of toponyms. Biblical place names, born in the bosom of Semitic languages, have become lexical units of many languages, including English and Russian, being borrowed without translation. They penetrated into English and Russian literature through the texts of Holy Scripture or indirectly, became an integral part of the vocabulary of both literary languages, and carry a huge social, historical and emotional burden. The correct use of toponyms is of no small importance for the conduct of intercultural communication, because the objects they designate have played an important role in the history of Christendom. These can be both the names of non-preserved objects and geographical points (Babylon - Babylon, Sodom and Gomorrah - Sodom and Gomorrah), and the names of objects that still exist, but have different sizes, features of geographical location, other natural resource, demographic, economic and military potentials (Nazareth - Nazareth, Egypt - Egypt).

Among the registered toponyms of the biblical phraseological units of the English and Russian languages, we have identified:

1. Five astionyms - names of cities: Babylon - Babylon, Gomorrah - Gomorrah, Nazareth - Nazareth, Sodom - Sodom, Zion - Zion. Here are the phraseological units that include these astionyms:

So, the toponym Babylon - Babylon (the capital of Chaldea, one of the oldest cities in the world) is registered as part of the following phraseological units: the confusion of Babylon - Babylonian pandemonium, lady (whore) of Babylon - Babylonian harlot.

Eden - Eden (Eden) (the area where God planted a garden-paradise in the beginning, placed Adam and Eve in it and instructed them to cultivate and protect the Garden of Eden) is found in the English phraseological unit the garden of Eden, the Russian analogue of which is the earthly paradise, the Garden of Eden does not contain the required toponym.

Gilead - Gilead (mountainous country across the Jordan River) is found in FE balm in Gilead - balm in Gilead - consolation, tranquility (a medicinal substance produced by the Pistacia lentiscus tree that grew in the area).

So, toponyms that are components of biblical phraseological units, being original symbols, contain endless cultural and historical information. The interpretation of the meanings of such names cannot be analyzed deeply enough without the presence of extralinguistic information about the denotation. The correct use of such international toponymic symbols is of great importance in the implementation of intercultural communication, because designate objects of particular importance in the history of Christendom.

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УДК 372.881.1

RESEARCH OF PHRASEOLOGICAL UNITS OF TIME IN RUSSIAN AND ENGLISH LANGUAGES IN THE LINGUACULTURAL ASPECT

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Аңдатпа

Мақалада орыс және ағылшын тілдеріндегі уақыт фразеологиялық бірліктерін лингвомәдениеттану мәселелері, сондай-ақ аударма ономастикасы толығырақ баяндалып, ономастикалық сәйкестіктер мен құру принциптері қарастырылады. Ағылшын тілінен орыс тіліне аударғанда жалқы есімдерді фразеологиялық бірліктердің құрамында беру тәжірибесіне тікелей назар аударылады.

Кілтті сөздер: фразеологиялық бірліктер, ономастика, аударма теориясы, таңбалау, баламалық, лексикалық бірліктер, сөз тіркестері.

Мақалада аударма ономастикасының мәселелері толығырақ сипатталған, ономастикалық сәйкестіктерді құру принциптері және т.б. Ағылшын тілінен орыс тіліне аудару кезінде фразеологиялық бірліктердің құрамына жалқы есімдерді беру тәжірибесіне тікелей назар аударылады.

Аннотация

В статье более подробно описаны проблемы лингвокультурологического исследования фразеологизмов времени в русском и английском языках, а также переводоведческой ономастики, рассмотрены принципы создания ономастических соответствий и. Обращается непосредственное внимание к практике передачи имен собственных в составе фразеологических единиц при передове с английского на русский.

Ключевые слова: фразеологизмы, ономастика, теория перевода, сигнификация, эквивалентность, лексические единицы, словосочетания.

Words and phraseological phrases are collectively referred to as lexical units, or word signs.

Since one of the most important goals of communication is the transmission of information, in the analysis of linguistic units used in speech, the content plan plays the most important role from a communicative point of view, i.e. semantics.

Proper names (hereinafter IS), being verbal signs, also have a content plan. But due to the difficulty of describing and interpreting it, the content plan of the IP and its relation to the plan of expression (form) are considered by scientists from various positions, often mutually exclusive.

How justified is it to speak of signification in relation to proper names? After all, as you know, even medieval scholastic logicians separated the purpose of common appellative names - meaning, description (signification) - from the function of individual names - the actual naming (indication). In this sense, the proper name is secondary to the appellative, it is not directly related to the concept, does not describe the denotation, but specializes in its representation, regardless of class and characteristics. Nevertheless, this problem gave rise to many controversies and the question of whether a proper name has any meaning, conceptuality, or whether it is a label that has no semantic structure and can only distinguish objects, has been reflected in many concepts and continues to be intensively discussed not only in the field of onomastics, but also in semantics, pragmatics, linguistic and cultural studies and sociolinguistics [1].

According to the nomenclature concept, a proper name is an asemantic means of nomination, its purpose is not a description, but an individualization of an extra-linguistic object, i.e. it does not imply a characteristic of an object, but serves as a symbol that directly identifies a separate

individual [2]. In the terminology of J.S. Mill, and his research, the proper name is non-connotative, that is, it does not carry any information. The polar concept of the above-stated existence of the meaning of a proper name finds support in the works of many linguists [3], moreover, the opinion is expressed that a proper name has an infinite and much larger meaning than common nouns.

The existence of such diametrically opposite opinions about the semantics of a proper name is explained by the fact that representatives of these two directions interpret the meaning of the verbal sign differently. The first talk about the linguistic meaning, about the connection of the word with the concept, and the second about the speech meaning, about the ability of the name to convey information about the object. The discussion about the semantics of a proper name, therefore, is connected with the question of the identity / non-identity of meaning and information volume, which can include linguistic, speech, encyclopedic, background, group, individual and other types of information.

Turning to the linguistic meaning in this work, we will assume that an individual, untyped denotation called a name, of course, has an infinite number of features and attributes, but this information in no way can be equated with the meaning of a proper name, which ideally “Intended for denotation of the singular, but not for signification. Significative meaning as a primary function is not peculiar to it ”[4]. However, similar to the solution of the ancient sophism "Is it possible for a seated man to walk?" binding to its carrier and outside the reference use. The question lies in the status of such a meaning, which does not have a single interpretation and is defined either as denotative, or as significative or an element of signification.

The semantics of a name is largely determined by its nominative properties: they determine the nature of the concept of the named subject, which underlies the meaning of the classifying word. Of course, not every concept of an object can be considered the meaning of the word used to name it. The meaning of a word as a unit of language reflects the main features of an object that are necessary for its identification and for the correct use of its name. In the philosophy and logic of language, some researchers distinguish between substantive and formal concepts.

The meaningful concept corresponds to the level of our knowledge about the subject and strives for the fullest possible coverage of all its aspects, properties and connections with other subjects. Substantive concepts about the subject are individual for each speaker.

The formal concept includes the minimum of the most general and at the same time the most characteristic distinctive features that are necessary for the isolation and recognition of an object. The meaning of a word in its contextual content corresponds to a formal concept.

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УДК 378:614.23

THE ROLE OF ARTIFICIAL INTELLIGENCE IN MODERN MEDICINE AND ITS IMPLEMENTATION BY LEADING GLOBAL CLINICS

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Түйін

Бұл мақалада жасанды интеллекттің (AI) заманауи медицинадағы рөлі және оның денсаулық сақтау жүйесінің дамуына ықпалы қарастырылады. AI ауруларды диагностикалау, болжамды талдау жасау, дәрі-дәрмектерді әзірлеу, роботталған хирургия және медициналық әкімшілік басқару салаларында кеңінен қолданылады. Сондай-ақ, AI-ды клиникалық тәжірибеге белсенді енгізетін жетекші медициналық мекемелердің, атап айтқанда Mayo Clinic, Cleveland Clinic және Charité – Universitätsmedizin Berlin сияқты ұйымдардың тәжірибесі талданады. AI-дың медицинадағы болашағы, соның ішінде дәлме-дәл медицина, цифрлық денсаулық сақтау және дербестендірілген емдеу тәсілдері қарастырылады. Сонымен қатар, деректер қауіпсіздігі, алгоритмдік алалаушылық және нормативтік реттеу сияқты этикалық мәселелер талқыланады. Зерттеу нәтижелері AI-дың медициналық зерттеулерді жеделдету, науқастардың сауығу нәтижелерін жақсарту және жаһандық деңгейде денсаулық сақтау қызметтерін түбегейлі өзгерту әлеуетін көрсетеді.

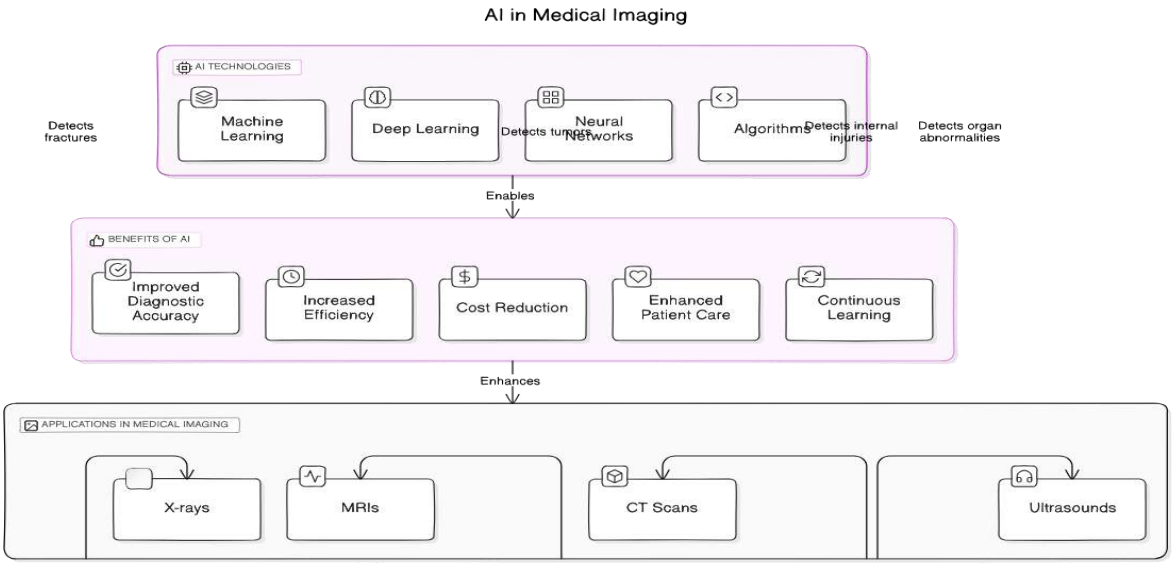
Резюме

В данной статье рассматривается революционная роль искусственного интеллекта (ИИ) в современной медицине и его влияние на развитие здравоохранения. ИИ активно применяется в медицинской диагностике, прогнозировании заболеваний, разработке лекарственных препаратов, роботизированной хирургии и управлении медицинскими учреждениями. Также анализируется опыт ведущих мировых клиник, таких как Mayo Clinic, Cleveland Clinic и Charité – Universitätsmedizin Berlin, которые внедряют ИИ в клиническую практику. Обсуждаются перспективы применения ИИ в персонализированной медицине, цифровом здравоохранении и точной терапии. Отдельное внимание уделяется этическим вызовам, включая безопасность данных, алгоритмическую предвзятость и правовые аспекты регулирования. Исследование подчеркивает потенциал ИИ для ускорения медицинских открытий, улучшения качества лечения пациентов и коренного преобразования системы здравоохранения в глобальном масштабе.

Artificial Intelligence (AI) has emerged as a transformative force in modern medicine, revolutionizing diagnostics, treatment planning, and administrative processes within healthcare institutions. AI-powered algorithms, particularly in machine learning (ML) and deep learning (DL), analyze vast medical datasets to improve the accuracy of disease detection, optimize patient care, and enhance operational efficiency. The adoption of AI by top medical institutions worldwide has led to groundbreaking advancements, significantly altering the landscape of contemporary healthcare. This paper explores the profound impact of AI on modern medicine and examines how globally renowned clinics leverage AI-driven innovations to advance medical science and patient care. [1]

The future of AI in medicine promises continued advancements in disease prediction, automated diagnostics, and AI-assisted robotic surgeries. Researchers are exploring the integration of AI with nanotechnology, blockchain, and quantum computing to further enhance medical precision and data security.

2.1 AI in Medical Imaging and Diagnostics



2.1 The Role of Artificial Intelligence in Medical Imaging

Artificial Intelligence (AI) has markedly transformed the domain of medical imaging by enabling faster, more accurate diagnostic capabilities. Through the application of deep learning algorithms trained on extensive datasets comprising thousands of annotated medical images, AI systems have demonstrated diagnostic performance in detecting pathologies such as oncological lesions, pulmonary diseases, and cardiovascular abnormalities that is comparable to, or in some instances superior to, that of experienced radiologists. Advanced AI platforms—such as Google DeepMind Health, IBM Watson Health, and Zebra Medical Vision—are currently integrated into clinical workflows to assist radiologists in the interpretation of X-rays, magnetic resonance imaging (MRI), and computed tomography (CT) scans. According to a 2023 study published in *The Lancet Digital Health*, AI-assisted diagnostic tools have achieved particularly high accuracy in identifying early-stage lung carcinoma and diabetic retinopathy, thereby facilitating timely medical intervention and improving prognostic outcomes. [2]

2.2 Predictive Analytics and Early Disease Detection

AI-enabled predictive analytics has emerged as a critical tool in the early detection and prevention of chronic diseases. By synthesizing complex datasets—including electronic health records, genetic information, and behavioral risk factors—AI systems can stratify patient populations based on their likelihood of developing conditions such as coronary artery disease, cerebrovascular accidents, or neurodegenerative disorders. Institutions such as the Mayo Clinic and Cleveland Clinic have successfully deployed AI-driven predictive modeling to identify high-risk individuals, allowing for preemptive therapeutic strategies and resource allocation. These tools not only enhance clinical decision-making but also contribute to the shift toward preventive, personalized medicine by optimizing patient outcomes through timely interventions. [2]

2.3 Accelerating Drug Discovery and Enabling Precision Medicine

The integration of AI into pharmaceutical research and development has dramatically accelerated the drug discovery process. Machine learning models are employed to analyze vast biological datasets, predict drug-target interactions, and simulate pharmacological responses. This reduces both the temporal and financial costs traditionally associated with drug development. A key breakthrough in this domain is DeepMind's AlphaFold, an AI-based system that predicts protein folding structures with unprecedented accuracy, thereby revolutionizing the development of novel therapeutics for complex diseases such as cancer, Alzheimer's disease, and emerging viral pathogens. Furthermore, AI facilitates precision medicine by enabling the tailoring of treatment protocols to individual genetic and molecular profiles. Research centers including Harvard Medical School and Johns Hopkins University utilize AI to perform high-throughput genomic data analysis, advancing the implementation of targeted therapies that maximize efficacy while minimizing adverse drug reactions. [3]

2.4 Robotic-Assisted Surgery and Intraoperative Intelligence

AI-enhanced robotic systems have redefined surgical precision, enabling minimally invasive interventions with superior accuracy and reduced postoperative complications. The da Vinci Surgical System, widely adopted by leading institutions such as Stanford Health Care and Massachusetts General Hospital, leverages AI for intraoperative navigation, haptic feedback enhancement, and real-time image-guided decision support. These systems continuously analyze large-scale surgical datasets to refine operative protocols and enhance clinical training. Studies published in *The New England Journal of Medicine* (2023) have confirmed that AI-assisted robotic surgery results in shorter recovery periods, reduced intraoperative blood loss, and improved long-term patient outcomes. [3]

2.5 AI-Powered Virtual Assistants and Telemedicine Integration

The rapid proliferation of AI-driven virtual health assistants and telemedicine platforms has substantially increased healthcare accessibility, particularly in underserved or geographically isolated populations. Conversational AI systems—including Ada Health, Babylon Health, and Sensely—enable preliminary symptom assessment, triage recommendations, appointment coordination, and adherence reminders. Global institutions such as Apollo Hospitals in India and Shanghai Jiao Tong University Medical School in China are at the forefront of integrating AI into telemedicine services, utilizing these tools for continuous patient monitoring, remote diagnostics, and asynchronous consultations. These technologies not only alleviate the workload on clinical personnel but also enhance patient satisfaction and continuity of care. [4]

2.6 Operational Optimization and Administrative Intelligence

Beyond clinical applications, AI contributes significantly to the administrative and operational efficiency of healthcare systems. AI algorithms optimize hospital resource management by forecasting patient admissions, automating staff scheduling, and improving bed turnover rates. For instance, Singapore General Hospital employs AI-integrated electronic health record (EHR) systems to streamline the

organization of medical documentation and reduce clerical errors. Additionally, virtual assistants and AI-powered chatbots handle routine inquiries, documentation, and billing support—liberating healthcare professionals from administrative burdens and allowing them to devote more attention to direct patient care. These innovations collectively enhance institutional efficiency, reduce operational costs, and improve the overall quality of service delivery. [7]

2.7 AI in Mental Health and Psychological Therapy

AI applications in mental health have gained significant attention in recent years. AI-powered chatbots, such as Woebot and Wysa, provide cognitive behavioral therapy (CBT)-based support to individuals suffering from anxiety, depression, and stress. AI algorithms analyze speech patterns and facial expressions to detect early signs of mental health disorders, enabling timely interventions. The National Institute of Mental Health (NIMH) is actively researching AI's role in predicting suicidal tendencies and providing personalized psychological therapy recommendations. [5]

Implementation of AI by Leading Global Clinics

1. Mayo Clinic (USA): Implements AI-driven predictive analytics for early disease detection and personalized treatment plans.

2. Cleveland Clinic (USA): Utilizes AI in cardiology and neurology to enhance patient diagnostics and surgical precision.

3. Charité – Universitätsmedizin Berlin (Germany): Leverages AI for radiological imaging, oncology, and robotic-assisted surgeries.

4. Apollo Hospitals (India): Employs AI-based automated diagnostics and virtual consultations to expand medical accessibility.

5. Singapore General Hospital (Singapore): Uses AI to optimize hospital operations and improve patient flow management.

6. Shanghai Jiao Tong University Medical School (China): Implements AI for AI-assisted early cancer detection and precision medicine.

Ethical Considerations and Challenges

Data Privacy and Security

Algorithmic Bias

Ethical Decision-Making

Regulatory Compliance

Future Prospects of AI in Medicine

The future of AI in medicine promises continued advancements in disease prediction, automated diagnostics, and AI-assisted robotic surgeries. Researchers are exploring the integration of AI with

nanotechnology, blockchain, and quantum computing to further enhance medical precision and data security. [6]

Conclusion

The integration of Artificial Intelligence in modern medicine is not just a technological breakthrough—it is a paradigm shift in how we diagnose, treat, and manage diseases. AI is enabling healthcare professionals to push the boundaries of medical science, offering earlier and more accurate diagnoses, highly personalized treatment plans, and efficient healthcare operations. From AI-driven imaging that detects cancer at its earliest stages to robotic-assisted surgeries that enhance precision and reduce recovery times, the impact of AI is both profound and far-reaching.

However, with these advancements come challenges. Ethical concerns regarding patient privacy, data security, and algorithmic bias must be addressed to ensure AI remains a tool for progress rather than a source of disparity. Regulatory frameworks need to evolve to keep up with the rapid development of AI technologies, ensuring they are safely and effectively integrated into clinical practice.

Looking ahead, the synergy between AI, biotechnology, and big data will likely unlock unprecedented possibilities in precision medicine, regenerative treatments, and even AI-assisted genetic modifications. Future innovations may see AI playing a central role in developing digital twins of patients, where virtual models can simulate treatment outcomes before real-world application. Moreover, the fusion of AI with wearable technology and remote monitoring could lead to a future where proactive healthcare replaces reactive treatment, reducing hospital admissions and improving overall public health outcomes.

As leading clinics worldwide continue to embrace AI, the medical landscape will undergo continuous evolution. The key to maximizing AI's potential lies in responsible innovation—ensuring that human expertise and ethical considerations remain at the heart of its implementation. With AI as an ally, the future of medicine is not just about treating diseases but about fundamentally redefining human health and longevity.Artificial Intelligence is revolutionizing modern medicine, offering unprecedented advancements in diagnostics, personalized treatments, drug discovery, and surgical procedures. Leading medical institutions worldwide are incorporating AI-driven innovations to improve patient care, optimize healthcare processes, and address global health challenges.

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UDC 37..316:811.111

THE IMPACT OF ENGLISH LANGUAGE PROFICIENCY ON STUDENT SOCIALIZATION IN UNIVERSITY

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Түйіндеме

Мақалада университет ортасында студенттердің әлеуметтену үдерісіне ағылшын тілін меңгеру деңгейінің әсері қарастырылады. Студенттерде кездесетін негізгі тілдік кедергілері талданып, оларды еңсеру жолдары зерттеледі. Сондай-ақ, ағылшын тілін меңгерудің академиялық және әлеуметтік белсенділікке, бейімделуге және халықаралық білім алу перспективаларына ықпалына ерекше назар аударылады.

Резюме

В статье рассматривается влияние уровня владения английским языком на процесс социализации студентов в университетской среде. Анализируются основные языковые барьеры, с которыми сталкиваются студенты, а также рассматриваются пути их преодоления. Особое внимание уделяется влиянию владения английским языком на академическую и социальную активность студентов, их адаптацию и перспективы международного образования.

In the modern world, the English language plays a key role in student socialization, facilitating intercultural communication and academic adaptation. Proficiency in English expands communication opportunities, enhances integration into the university environment, and increases students' competitiveness.

Research objective: To determine the impact of English proficiency on student socialization.

Hypothesis: A high level of English proficiency contributes to successful adaptation and the expansion of social connections.

Methods: Survey, interviews, and literature analysis.

1. Socialization and Language Competence

Socialization is the process of integrating an individual into society, which, in the university environment, depends on language proficiency. English facilitates faster interpersonal connections and student adaptation [2].

2. The Impact of English on Academic and Social Integration

English proficiency helps students participate in educational programs, international conferences, and academic discussions. Students with a high level of English adapt more easily to multicultural environments and have greater opportunities for self-realization [1, 4].

3. Communicative Competence and Socialization

English simplifies communication with international students and faculty, expanding opportunities for intercultural interaction. Conversely, a lack of language proficiency can create communication barriers and hinder socialization [5].

A high level of English proficiency positively influences student socialization, enhancing their academic and social integration opportunities.

Scientific Research

Object and Research Base

The study involved 100 students from South Kazakhstan Pedagogical University named after Uzbekali Zhanibekov, representing different faculties. The goal was to examine the impact of English proficiency on students' socialization, university engagement, and academic activity.

Materials and Methods

Four research methods were applied:

1. Survey – assessing students' attitudes toward English and its role in socialization.
2. Semi-structured interviews – exploring personal experiences with language barriers.
3. Analysis of university engagement – examining participation in international and academic activities.

Research Tools:

- Online questionnaire (Google Forms) – 6 questions on language use, socialization, and participation in international programs.
- Audio recordings – student interviews documenting language-related challenges.
- Document analysis – reviewing lists of students involved in international events, clubs, and volunteer work.

1. Survey Implementation

The survey included 100 students from South Kazakhstan Pedagogical University, with 26% males and 74% females. Most were 17–18 years old (63.1%), while 19.6% were 19–20 years old and 17.3% were 21 or older. By year of study, 30% were first-year, 25% second-year, 20% third-year, and 25% fourth-year students.

Regarding English proficiency, 12% were fluent, 35% had an intermediate level, 30% had basic knowledge, 18% had a very low level, and 5% did not know English. In academics, 15% used English daily, 30% several times a week, 35% rarely, 15% very rarely, and 5% never.

For communication, 30% found English very helpful, 25% said it helped but with difficulties, 25% saw no impact, 10% reported barriers, and 10% did not communicate with foreign students. In socialization, 40% believed it significantly helped, 30% said it was useful but not crucial, 15% saw little impact, 10% noticed no effect, and 5% thought it hindered their integration.

Regarding improvement, 50% wanted to enhance their English for better socialization, 30% were open to it but didn't see it as essential, 10% saw no need, 5% found it unnecessary, and 5% hadn't considered it. Finally, 55% viewed English as very important for cultural exchange, 25% found it important but not essential, 10% saw little value, 5% said it was rarely used, and 5% found it unimportant.

Table. Survey Results on the Impact of English Proficiency on Student Socialization

Category	Options	Percentage of Respondents (%)
Gender	Male	**26%**
	Female	**74%**
Age	17–18 years old	**63,1%**
	19–20 years old	**19,6%**
	21 years old and older	**17,3%**
Year of Study	1st year	**40%**
	2nd year	**30%**
	3rd year	**20%**
	4th year	**10%**
Level of English Proficiency	Very high (fluent in speaking and listening)	**12%**
	Intermediate (can communicate but with difficulties)	**35%**
	Basic (understand simple phrases and words)	**30%**
	Very low (know very little English)	**18%**
	Do not know English at all	**5%**
Frequency of Using English in Studies	Every day (for assignments, communication)	**15%**
	Several times a week (for academic tasks)	**30%**
	Rarely (only when necessary)	**35%**
	Very rarely (almost never use)	**15%**
	Never	**5%**
Impact of English Proficiency on Communication	Very positive (easily communicate with foreign students)	**20%**
	Positive (helps communication but with some difficulties)	**35%**
	Neutral (does not affect communication)	**25%**
	Negative (students do not always understand me, or I do not understand them)	**10%**

	I do not communicate with foreign students	**10%**
Impact of English on Socialization	Significantly improves socialization and expands the social circle	**28%**
	Helps socialization but is not a key factor	**42%**
	Has a small influence, I socialize without English	**20%**
	Does not affect socialization	**7%**
	English knowledge hinders socialization	**3%**
Desire to Improve English for Better Socialization	Yes, it would significantly improve my socialization	**50%**
	Yes, but I can manage without it	**30%**
	No, I do not need it	**10%**
	No, I think improvement is unnecessary	**5%**
	I have not thought about it	**5%**
Importance of English for Cultural Exchange	Very important for knowledge and cultural exchange	**55%**
	Important, but not essential	**30%**
	Not very important	**10%**
	Hardly used for cultural exchange	**3%**
	Not important to me	**2%**

2. Semi-Structured Interviews

Objective: To explore the influence of English proficiency on student socialization, motivation, and language barriers.

To obtain objective data, interviews were conducted among students from different academic years. The sample included 20 students, with five participants from each year (1st, 2nd, 3rd, and 4th year). This approach allowed for a comprehensive understanding of how English proficiency affects student socialization at various stages of their university education.

Tools:

- Voice recorder for interview documentation.
- A list of five key questions.

Example Questions:

1. How confident do you feel speaking English?
2. What challenges do you face in language communication?
3. Does English proficiency impact your socialization at university?
4. Would you like to participate in international educational programs?
5. In your opinion, how can the university improve the language-learning environment?

Procedure:

- 20 individual interviews were conducted, each lasting 10–15 minutes.
- All interviews were recorded and analyzed for recurring themes.

Results of Semi-Structured Interviews:

- Confidence in Speaking: 40% feel confident, 35% hesitate in complex conversations, and 25% avoid speaking English.
- Communication Challenges: The main issues are limited vocabulary (50%), fear of mistakes (30%), and lack of practice (20%).
- Impact on Socialization: 60% see English as beneficial, 25% find no significant impact, and 15% struggle with language barriers.
- Interest in Exchange Programs: 70% are interested, 20% are hesitant due to language concerns, and 10% are not interested.
- Suggestions for Improvement: More speaking clubs (45%), interactive methods (30%), and

exposure to native speakers (25%).

The interviews confirmed that English proficiency significantly impacts student socialization and academic opportunities. While many students recognize its benefits, common challenges such as confidence issues and lack of practice hinder language development. Implementing student suggestions, such as conversational clubs and increased interaction with native speakers, could enhance the university's language-learning environment.

3. Analysis of Student Engagement in University Life

Objective: To examine the link between English proficiency and student participation in academic and social activities.

Tools & Procedure:

- Analyzed participation lists from conferences, clubs, and volunteer programs.
- Compared English proficiency levels of 100 students with their engagement in university activities.

Findings:

- Higher proficiency (B2+): Actively involved in academic events, student organizations, and international programs.
- Lower proficiency (A1–A2): Less engaged due to language barriers and lack of confidence.
- Key challenges: Limited practice and fear of mistakes.

Conclusion: English proficiency significantly impacts student integration. Strengthening language-learning opportunities can boost participation in international education.

In conclusion, English language proficiency is crucial for students' socialization within the university environment. Students with a high level of English proficiency are better able to engage in academic activities, such as lectures, seminars, and international conferences, thereby expanding their academic and professional opportunities. For example, students proficient in English can participate in exchange programs such as Bolashak, which broadens their global perspective.

However, students with limited English skills often face barriers that hinder their participation in academic and social activities, limiting their growth and career advancement. To address this, universities should offer additional language support, such as preparatory English courses and informal language clubs. Many universities in the UK and the US have already implemented such programs to assist student integration.

In summary, improving English proficiency enhances students' academic and social adaptation, opening new opportunities for personal and professional development.

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UDC 37..316:811.111

ARTIFICIAL INTELLIGENCE IS CHANGING OUR LIVES

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Түйін

Бұл мақала қазіргі өмірдің барлық салаларында жасанды интеллектті қолданудың мүмкіндіктері мен қиындықтарын сипаттауға арналған. Сондай-ақ мақала авторы жасанды интеллектті білім алу мақсатында пайдалану тәжірибесінен мысалдар келтіріп, жасанды интеллектті орынды пайдалану бойынша ұсыныстар береді.

Кілт сөздер: жасанды интеллект, өмірді жеңілдету, қолданбалар, қолжетімді технология, адамның мүмкіндіктерін арттыру, жеке деректер, адамның бақылауы

Аннотация.

Данная статья посвящена описанию возможностей и трудности использования искусственного интеллекта во всех сферах жизни сегодня. Автор статьи также приводит примеры о своем опыте использования искусственного интеллекта для образовательной цели и дает рекомендации о целесообразном использовании искусственного интеллекта

Ключевые слова: искусственный интеллект, делать жизнь проще, приложения, доступная технология, расширение человеческих возможностей, персональные данные, человеческий надзор

Artificial Intelligence, or simply AI, is becoming a bigger part of our lives every day. We use it when we unlock our phones with facial recognition, ask Siri or Alexa a question, or even scroll through social media. It's behind the recommendations we see on Netflix or YouTube, and it powers tools that help doctors, teachers, and businesses. But even though AI brings a lot of helpful changes, it also comes with some risks we shouldn't ignore.

There's no doubt that AI is making life easier in many ways. One of its biggest strengths is speed. AI can do in seconds what might take a human being hours - or even days. For example, in hospitals, AI can analyze thousands of medical images like X-rays or MRIs very quickly and even catch small problems that doctors might miss. This helps patients get diagnosed and treated faster. In schools, AI is helping students learn better. Some apps can test our skills and adjust the questions based on how well we are doing. If we're struggling in math, for example, the app might give us more practice problems or explain things in a different way. This kind of personalized learning wasn't possible before artificial intelligence.

AI is also making technology more accessible. For people with disabilities, AI tools like speech-to-text, voice commands, and real-time translation can make a huge difference in how they connect with the world. In business, companies use of artificial intelligence helps to predict what customers want, manage inventory, and even detect fraud. Airlines use AI to plan flight routes more efficiently. Banks use it to detect suspicious activity. Even farmers are using AI-powered drones to check the health of crops. According to Dr. Fei-Fei Li, a leading AI scientist at Stanford University, "AI is not just about replacing jobs. It's about augmenting human capabilities and giving us new tools to solve old problems" [1].

Personally, I've seen artificial intelligence become a regular part of my life. I use AI-powered tools almost every day - whether it's voice assistants helping me set reminders, or apps like Grammarly and ChatGPT helping me write and edit essays more efficiently. These tools have made studying less stressful and even a bit more enjoyable. For example, I once used an AI tool to summarize a long research paper before an exam, which saved me hours of reading. I also enjoy experimenting with AI art generators—they let me create cool visuals that I wouldn't be able to draw myself. It's fun, but it also reminds me how powerful these systems are. Still, I've noticed how sometimes they get things wrong or sound too robotic, which makes me cautious about relying on them too much. I think AI is great when used wisely and in moderation.

Despite the many advantages, AI isn't perfect - and it's definitely not always fair. One of the biggest concerns is job loss. As machines and software become smarter, they can replace people in many kinds of jobs. For example, self-checkout machines in supermarkets are replacing cashiers, and self-driving vehicles might one day replace delivery drivers or taxi drivers.

Another problem is bias. AI systems learn from data, and if that data has bias in it - like racial or gender stereotypes—then the AI can make unfair decisions. There have been real-life cases where AI systems gave unfair job recommendations, rejected loan applications, or made incorrect predictions in criminal justice cases, just because the data they learned from was flawed. Cathy O'Neil, a data scientist and author, warns that "algorithms are opinions embedded in code" [2]. This reminds us that AI systems can reflect the flaws and biases of their human creators.

Privacy is also a big issue. AI often needs personal data to work well - like your location, search history, or even your voice. That raises questions like: Who owns that data? Can it be sold or shared without your permission? If companies don't handle it responsibly, people's private information can be exposed or misused.

Another growing concern is misinformation. AI is now able to create fake videos (deepfakes), fake voices, and even write convincing fake news articles. This can be dangerous, especially during elections or in situations where people need reliable information. The more realistic these fakes become, the harder it is to know what's real anymore. Geoffrey Hinton, known as one of the "godfathers of AI," recently voiced serious concerns, saying: "It's hard to see how you can prevent the bad actors from using [AI] for bad things" [3].

So, what can we do? AI isn't going anywhere- it's only going to become more powerful. So instead of trying to avoid it, we need to learn how to live with it responsibly. First, there should be stronger laws and rules about how AI is used. Big tech companies shouldn't be allowed to do whatever they want with people's data or create systems without thinking about the consequences.

Stuart Russell, a leading AI researcher, suggests that future AI systems should be designed with human values at the center. He proposes building "provably beneficial AI" machines that know they don't know what our values are and must ask us before acting [4].

Second, education is really important. If more people understand how AI works, they'll be better prepared to use it wisely and notice when something feels wrong. Schools and universities should start teaching about AI, not just how to build it, but also how to think critically about it.

And finally, we need human oversight. No matter how smart a machine is, it still lacks human judgment, emotions, and ethics. We shouldn't blindly trust AI to make big decisions without people involved in the process.

To be honest, I think AI is both exciting and a little scary. It has the power to improve our lives in so many ways by helping us learn, stay healthy, save time, and connect with others. But if we're not careful, it can also create serious problems, especially when it comes to fairness, privacy, and trust.

The important thing is to find a balance. AI should be used as a tool to help people- not to replace them, control them, or harm them. If we're smart about how we use it, AI can be a huge help in building a better future. But that future depends on the choices we make today.

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УДК 81'373

METHODS OF TEACHING FOREIGN LANGUAGES IN SPECIALIZED SCHOOLS

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Түйін

Бұл мақалада мамандандырылған мектептерде шет тілдерін оқытудың ғылыми-әдістемелік негіздері қарастырылған. Барған сайын жаһанданған әлемде шет тілдерін меңгеру студенттер үшін, әсіресе белгілі бір академиялық пәндерге бағытталған мамандандырылған мектептерде өте маңызды. Бұл жұмыста шет тілдерін оқытуда қолданылатын теориялық негіздері мен әдістері зерттеліп, лингвистикалық теорияның арнайы біліммен интеграциялануына баса назар аударылады. Ол сондай-ақ тілді меңгеруді арттырудағы коммуникативті әдістердің, тапсырмаға негізделген оқытудың және технологияның рөлін қарастырады. Сонымен қатар, зерттеу мамандандырылған орталарда педагогтардың алдында тұрған қиындықтарды көрсетеді және шет тілін оқытуды жақсарту бойынша ұсыныстарды ұсынады.

Түйін сөздер: шет тілін оқыту, мамандандырылған мектептер, тілді меңгеру, коммуникативті тәсілдер, тапсырмаға негізделген оқыту, білім беру технологиясы.

Abstract

This article addresses the scientific and methodological foundations of teaching foreign languages in specialized schools. In an increasingly globalized world, the acquisition of foreign languages is vital for students, particularly in specialized schools that focus on particular academic disciplines. This paper explores the theoretical frameworks and methods used in the teaching of foreign languages, emphasizing the integration of linguistic theory with specialized knowledge. It also examines the role of communicative approaches, task-based learning, and technology in enhancing language acquisition. Furthermore, the study highlights challenges faced by educators in specialized settings and offers recommendations for improving foreign language teaching.

Keywords: foreign language teaching, specialized schools, language acquisition, communicative approaches, task-based learning, educational technology.

The teaching of foreign languages in specialized schools presents unique challenges and opportunities. Specialized schools, which often provide advanced curricula in fields such as science, technology, and business, require a teaching approach that goes beyond traditional language instruction. In these settings, foreign language learning is not solely focused on communication but also serves as a tool for academic achievement and professional development. The aim of teaching foreign languages in specialized schools is to equip students with the linguistic skills they need to excel in their specific fields, whether it be conducting research, engaging in international business, or studying complex technical concepts.

The scientific and methodological foundations for teaching foreign languages in these schools are rooted in various educational theories that guide the development of effective language learning strategies. These foundations incorporate linguistic theories, language acquisition processes, and contemporary teaching methods. To meet the needs of students in specialized schools, these methods must be tailored to support both language proficiency and the mastery of specialized content. This article aims to explore the theoretical and methodological underpinnings of foreign language instruction in specialized schools, providing a comprehensive overview of the principles, methods, and challenges involved.

Theoretical Foundations of Foreign Language Teaching. The scientific foundations of foreign language teaching in specialized schools are informed by several key theories of language acquisition and pedagogy. The most influential of these theories include behaviorist, cognitive, and communicative approaches to language learning.

The behaviorist theory, which emphasizes habit formation through repetition and reinforcement, was one of the earliest approaches to language learning. While less prominent in modern language education, behaviorist principles still play a role in reinforcing foundational language skills, particularly through drills and vocabulary exercises. In specialized schools, these repetitive activities can help reinforce technical terminology and ensure students' familiarity with key vocabulary in their chosen fields.

The cognitive approach to language learning focuses on the mental processes involved in language acquisition. Cognitive theories emphasize the importance of understanding how learners process, store, and retrieve linguistic information. In specialized schools, this approach highlights the need for developing students' problem-solving and critical thinking skills alongside their language proficiency. Strategies such as scaffolding, where teachers provide temporary support and

gradually reduce it as students gain independence, are integral to cognitive approaches. By engaging in tasks that require the active application of language, students learn both linguistic structures and specialized content simultaneously.

The communicative approach, which gained prominence in the latter half of the 20th century, shifts the focus from grammatical accuracy to the functional use of language. In specialized schools, the communicative approach is especially effective, as it encourages students to use the foreign language to solve problems, collaborate with others, and communicate ideas relevant to their field of study. This approach emphasizes meaningful communication and the use of language in real-world contexts, which is particularly important for students who need to use foreign languages in academic and professional environments.[1]

Methodological Approaches in Teaching Foreign Languages. In specialized schools, a variety of methodologies are used to teach foreign languages, often incorporating a blend of traditional and innovative approaches. Task-based language teaching (TBLT), content and language integrated learning (CLIL), and blended learning are among the most effective methods for language instruction in these settings.

Task-based language teaching (TBLT) organizes language learning around real-world tasks that require the use of the foreign language. In specialized schools, TBLT is particularly effective as it connects language learning with practical, academic tasks. For instance, students might be asked to conduct experiments, present research findings, or engage in discussions related to their field of study. By using language in meaningful, context-specific tasks, students can develop both language skills and specialized knowledge at the same time.[2]

Content and language integrated learning (CLIL) is another methodology that has become widely used in bilingual and multilingual educational settings. CLIL combines subject-matter content with language instruction, allowing students to learn both a foreign language and academic subjects simultaneously. For example, students in a specialized school may study history or science in a foreign language, thereby improving their linguistic abilities while deepening their understanding of specialized subjects. This integrated approach supports language acquisition in authentic contexts and prepares students to apply foreign languages in professional and academic settings.

Blended learning, which combines traditional face-to-face instruction with digital learning tools, has also become an important aspect of foreign language teaching in specialized schools. In a blended learning environment, students can use online platforms, educational apps, and virtual learning tools to supplement their classroom learning. These tools allow students to practice language skills outside the classroom, receive personalized feedback, and engage with authentic materials such as online articles, podcasts, and videos. By integrating technology, blended learning provides a flexible and engaging approach to language acquisition that supports students' diverse learning needs.

Challenges and Recommendations. Teaching foreign languages in specialized schools presents several challenges. One of the primary difficulties is addressing the diverse language proficiency levels of students. Students in specialized schools often come from varied linguistic backgrounds, which can affect their ability to engage with the foreign language. To overcome this challenge, it is essential for teachers to differentiate instruction, providing tailored support to students at different levels of proficiency.

Another challenge is the integration of language instruction with specialized subject content. While students may be proficient in their chosen field, they may lack the language skills necessary to fully engage with academic materials or participate in discussions in the foreign language. To address this, teachers can incorporate subject-specific vocabulary-building activities, provide glossaries for key terms, and use authentic materials from the field to reinforce language learning.

Finally, teachers in specialized schools must stay up to date with the latest teaching methods and technological tools to ensure that their instruction is both effective and relevant. Professional development opportunities and collaboration with colleagues in the field of language education can help teachers refine their practices and enhance their students' language learning experiences.

To improve foreign language teaching in specialized schools, it is recommended that educators continue to adopt and adapt modern teaching methods such as TBLT, CLIL, and blended learning. Additionally, a focus on task-based and content-integrated approaches will ensure that language learning is both relevant and meaningful to students. By addressing the challenges and implementing these strategies, specialized schools can provide students with the skills they need to succeed in both their academic and professional careers.

The teaching of foreign languages in specialized schools requires a careful balance of linguistic theory, methodological approaches, and technological tools. By incorporating communicative methods, task-based learning, and content-based instruction, educators can create a rich and engaging environment that supports both language acquisition and specialized knowledge. Despite the challenges, the integration of modern teaching strategies and the continuous professional development of teachers will ensure that foreign language education in specialized schools remains effective and relevant to the needs of students.

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UDC 81’23

INTEGRATING AI TECHNOLOGIES IN VIDEO LESSONS FOR ENGLISH LANGUAGE TEACHING

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Резюме

Статья посвящена использованию технологий искусственного интеллекта (ИИ) в видеоуроках для обучения английскому языку. Рассматриваются преимущества интеграции ИИ, такие как персонализация обучения, повышение вовлеченности студентов и улучшение успеваемости. Анализируются методические подходы и приводятся результаты исследований, подтверждающие эффективность ИИ в образовательном процессе. Особое внимание уделяется практическим аспектам применения видеоуроков с элементами ИИ в языковых классах.

Ключевые слова: искусственный интеллект, видеоуроки, обучение английскому языку, образовательные технологии.

Түйіндеме

Мақалада ағылшын тілін оқытуда жасанды интеллект (ЖИ) технологияларын қолдану қарастырылады. ЖИ-ді интеграциялаудың артықшылықтары, мысалы, оқыту процесін жекешелендіру, студенттердің қызығушылығын арттыру және үлгерімін жақсарту, талқыланады. Әдістемелік тәсілдер мен ЖИ-дің білім беру үдерісіндегі тиімділігін растайтын зерттеу нәтижелері ұсынылады. ЖИ элементтері бар бейнесабақтарды тілдік сыныптарда қолданудың практикалық аспектілеріне ерекше назар аударылады.

Кілт сөздер: жасанды интеллект, бейнесабақтар, ағылшын тілін оқыту, білім беру технологиялары.

In recent years, the integration of Artificial Intelligence (AI) in various sectors has transformed the way we approach education. English Language Teaching (ELT) is no exception. Video lessons, which were once static and uniform, can now be enhanced through AI to provide

adaptive, interactive, and personalized learning experiences. These advancements are reshaping how educators deliver content and how students engage with it, bringing a paradigm shift in the field of language education.

AI-powered video lessons stand out due to their ability to tailor educational experiences to the needs of individual learners. By analyzing student progress in real-time, these tools can dynamically adjust lesson content to address specific gaps in knowledge or skills. For instance, if a learner struggles with particular grammar rules or pronunciation nuances, an AI-driven system can prioritize those areas in subsequent lessons, ensuring a targeted and efficient learning process. Furthermore, AI offers immediate and personalized feedback, a feature that traditional video lessons cannot replicate.

Another significant advantage of AI in ELT is its capacity to enhance learner engagement. Unlike traditional methods, AI-powered systems incorporate interactive elements, such as quizzes, gamified challenges, and real-time conversation simulations. These features not only make the learning process more enjoyable but also reinforce the material through active participation. For example, AI can simulate conversational scenarios where students practice speaking in realistic contexts, receiving instant feedback on their accuracy, fluency, and tone.

The ability of AI technologies to provide constant availability is another game-changer in language education. Video lessons powered by AI can be accessed 24/7, breaking down the constraints of time and location that often limit traditional classroom settings. This flexibility makes quality English language education accessible to learners across different time zones and regions, including those in remote or underserved areas.

Moreover, AI technologies enable the integration of multimedia resources, such as images, audio, and augmented reality (AR), to create immersive and multisensory learning environments. These tools help students develop not only linguistic skills but also cultural understanding, as AI systems can present content that reflects diverse accents, idioms, and social contexts. This cultural exposure is essential in preparing students for real-world communication.

Despite its promising potential, the integration of AI into ELT comes with challenges that must be addressed. Teachers need specialized training to effectively use AI tools and adapt their teaching strategies accordingly. Without a clear understanding of how AI functions and how to incorporate it into lesson plans, educators may struggle to maximize its benefits. Additionally, concerns around data privacy and ethical considerations, such as the risk of reinforcing biases present in AI algorithms, require careful attention to ensure equitable and responsible use.

This article explores the transformative potential of AI-enhanced video lessons in English language teaching, focusing on the practical aspects of implementation, the benefits for learners and educators, and the challenges that must be navigated. By analyzing current trends, available technologies, and case studies of successful integration, this study aims to provide educators with actionable insights into harnessing AI's capabilities to revolutionize the ELT classroom.

As education continues to evolve in response to technological innovation, AI-powered tools are likely to play an increasingly pivotal role in language learning. Understanding their impact and effectively integrating them into teaching practices will be essential for educators seeking to prepare students for a globally connected world. This exploration sets the stage for a deeper discussion on the methods, results, and future implications of AI in video-based English language education.

For this study, a combination of qualitative and quantitative research methods was employed. The primary data was collected through surveys and interviews with English language teachers who had implemented AI-driven video lessons in their classrooms. Additionally, classroom observations were conducted to assess the effectiveness of AI-enhanced video lessons. The study focused on the use of AI-powered platforms such as Duolingo, Rosetta Stone, and Lingvist, which integrate machine learning to personalize video lesson content.[1]

Survey Data Collection:

1. Teachers were asked to evaluate their experience with AI-powered video lessons.
2. Students were surveyed about their perceptions of AI-driven learning tools.
3. Observations were made regarding student engagement, comprehension, and participation.

The results showed that AI integration in video lessons for English language teaching had significant benefits, both for teachers and students. The key findings are as follows:

1. Personalization of Learning Content:

AI technologies allow video lessons to adjust to the learner's individual proficiency level. For instance, Lingvist and Duolingo automatically modify the difficulty of tasks based on the learner's performance. Over 70% of teachers reported an improvement in student engagement due to the tailored nature of AI-powered lessons.

2. Real-time Feedback:

AI tools can provide immediate feedback on exercises, pronunciation, grammar, and vocabulary usage. This feature was particularly beneficial in language acquisition, as students were able to correct mistakes instantly, fostering a deeper understanding of the language. 85% of students stated they felt more confident practicing English independently thanks to the real-time corrections.

3. Engagement and Motivation:

AI technologies in video lessons create interactive and dynamic learning environments. Features such as speech recognition, adaptive quizzes, and gamification kept students engaged. 60% of students expressed increased motivation to study English when AI-powered video lessons were incorporated into the curriculum.

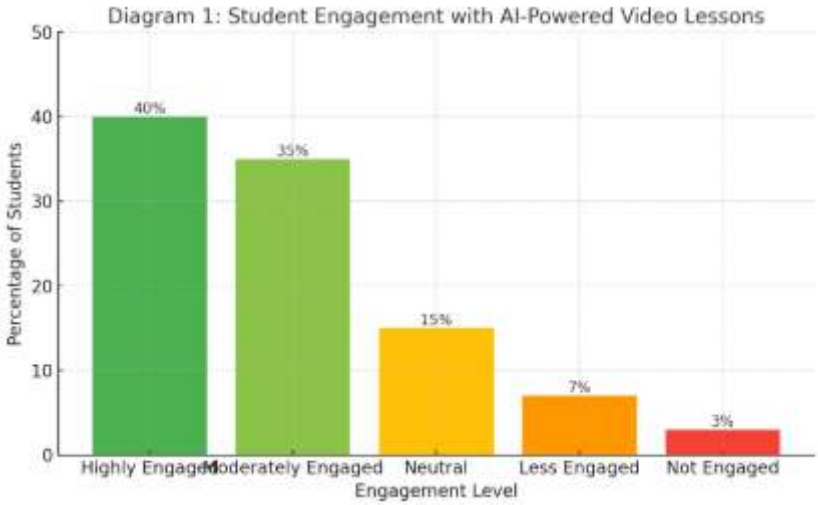
4. Assessment and Tracking Progress:

AI platforms can track the learner's progress and identify areas for improvement. This allows teachers to adjust their instructional strategies accordingly. In one case, a teacher using Duolingo noticed that students were struggling with specific grammar points. The AI system provided personalized grammar drills, and within two weeks, students showed a 40% improvement in that area.

Table 1: AI Features and Their Impact on ELT

AI Feature	Impact on Learning	Percentage of Teachers Reporting Positive Effect
Personalized Content	Tailors lessons based on student performance	70%
Real-time Feedback	Instant corrections and explanations	85%
Interactive Elements	Gamified activities and quizzes	60%
Progress Tracking	Personalized progress tracking and suggestions	80%

Diagram 1: Student Engagement with AI-Powered Video Lessons



The integration of AI technologies in video lessons has the potential to revolutionize English language teaching. The ability to personalize learning paths ensures that each student receives

tailored content that matches their proficiency level. As students engage with the content, the AI can adjust and provide the most relevant material, helping them progress at their own pace.
Additionally, real-time feedback is crucial for language learners. It allows for immediate correction of mistakes, which is essential in a language learning context where errors can be habitual. This leads to faster improvement in pronunciation, grammar, and vocabulary usage.[2]

Despite the clear benefits, the use of AI in video lessons presents challenges. One challenge is the reliance on technology, which can create barriers in areas with limited access to digital resources. Furthermore, the effectiveness of AI-powered lessons depends on the quality of the algorithm and the content provided. Inaccurate AI responses or misinterpretations can hinder the learning process. Furthermore, AI tools are only as effective as the teacher's ability to integrate them into the curriculum. Teachers must be trained not only in using the technology but also in interpreting the data AI systems provide, such as progress reports and performance metrics.

AI technologies in video lessons offer tremendous opportunities for English language teaching. By personalizing learning, providing real-time feedback, and enhancing student engagement, AI-powered video lessons help create more effective and dynamic language learning environments. However, successful integration requires teachers to be well-versed in the use of these technologies and the pedagogical strategies to support them. As AI continues to evolve, it is likely that even more advanced tools will become available, further transforming the landscape of language education.

One of the key strengths of AI in language teaching is its ability to adapt to the needs of individual learners. Unlike traditional methods, which often follow a one-size-fits-all approach, AI systems can analyze a student's progress in real-time and tailor content to address their specific strengths and weaknesses. For example, AI-powered platforms can identify gaps in grammar comprehension or vocabulary knowledge and provide targeted exercises to improve those areas. This level of customization ensures that learners receive the most relevant and efficient instruction, ultimately accelerating their language acquisition process.

Moreover, the use of video lessons enhanced by AI introduces an interactive element that traditional teaching tools often lack. AI systems can incorporate gamification elements, such as quizzes and challenges, which motivate students and sustain their interest in learning. Virtual assistants integrated into video lessons can answer questions, simulate real-life conversations, and provide instant corrections, allowing students to practice their speaking and listening skills in a safe and supportive environment.[3]

Another significant advantage is the potential for accessibility. AI-powered video lessons can be accessed anytime and anywhere, breaking down geographical and temporal barriers to education. This flexibility is particularly beneficial for students in remote areas or those with limited access to qualified language instructors. By democratizing access to high-quality educational resources, AI technologies have the potential to reduce educational inequities and create more inclusive learning opportunities.

However, the integration of AI technologies is not without its challenges. Teachers must receive comprehensive training to understand how to use AI tools effectively and to integrate them into their lesson plans meaningfully. Additionally, the ethical implications of AI in education, including data privacy and algorithmic bias, need to be carefully addressed to ensure that these tools are used responsibly. Schools and institutions must also invest in the necessary infrastructure, such as reliable internet access and compatible devices, to fully leverage the potential of AI technologies.

Future advancements in AI are likely to bring even more sophisticated tools to the realm of language education. Developments in natural language processing (NLP) could lead to AI systems capable of detecting subtle nuances in student speech and providing more detailed feedback. Furthermore, the integration of augmented reality (AR) and virtual reality (VR) with AI could create immersive language learning environments, allowing students to "travel" to virtual English-speaking settings and practice their skills in lifelike scenarios.[4]

In conclusion, while there are challenges to overcome, the benefits of AI in English language teaching far outweigh the drawbacks. AI-powered video lessons represent a paradigm

shift in education, enabling personalized, engaging, and accessible learning experiences. As technology continues to advance, the possibilities for innovation in language teaching are virtually limitless, making it an exciting time for educators and learners alike. By embracing these tools thoughtfully and strategically, the field of language education can unlock new levels of efficiency and effectiveness, preparing students for success in a globalized world.

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UDC 81’23

UTILIZING AI-DRIVEN VIDEO MATERIALS TO ENHANCE MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Резюме

Статья посвящена изучению возможностей использования видеоматериалов, дополненных технологиями искусственного интеллекта (ИИ), для повышения мотивации студентов при изучении английского языка. Проведённое исследование показало, что применение таких материалов способствует улучшению уровня вовлечённости учащихся, их успеваемости и общей удовлетворённости процессом обучения. Видеоматериалы с элементами ИИ позволяют адаптировать контент под индивидуальные потребности, предоставлять интерактивную обратную связь и поддерживать устойчивый интерес к обучению. В статье рассматриваются результаты исследования, демонстрирующие значительное повышение мотивации, эффективности обучения и роли преподавателя в условиях внедрения ИИ.

Ключевые слова: мотивация, искусственный интеллект, видеоматериалы, обучение английскому языку, адаптивное обучение.

Түйіндеме

Мақалада ағылшын тілін үйрену кезінде студенттердің мотивациясын арттыру үшін жасанды интеллект (ЖИ) технологияларымен толықтырылған бейнематериалдарды қолдану мүмкіндіктері қарастырылады. Зерттеу нәтижелері көрсеткендей, мұндай материалдарды қолдану оқушылардың қызығушылық деңгейін, үлгерімін және жалпы қанағаттанушылығын арттыруға ықпал етеді. ЖИ элементтері бар бейнематериалдар мазмұнды жеке қажеттіліктерге бейімдеуге, интерактивті кері байланыс беруге және оқу процесіне тұрақты қызығушылықты сақтауға мүмкіндік береді. Мақалада ЖИ енгізу жағдайында мотивацияны, оқыту тиімділігін және мұғалімнің рөлін арттыруға бағытталған зерттеу нәтижелері талқыланады.

Түйінді сөздер: мотивация, жасанды интеллект, бейнематериалдар, ағылшын тілін оқыту, бейімделмелі оқыту.

This article explores how integrating Artificial Intelligence (AI) into video-based learning materials can enhance student motivation in English language education. By combining the engaging elements of video lessons with AI’s adaptive and interactive features, educators can create personalized, dynamic, and immersive learning experiences. The study reviews current technologies, analyzes their impact on learner motivation, and provides practical recommendations for implementation.

Motivation is a critical factor in successful language learning. Without sufficient engagement and interest, students often struggle to maintain consistent progress in mastering

English. Traditional methods, while effective to some extent, frequently fail to sustain motivation due to their lack of personalization and interaction. Video materials, as a medium, have long been recognized for their ability to engage students through visual and auditory stimulation. However, when combined with AI technologies, their potential to motivate learners increases exponentially.

AI-enhanced video materials can analyze student preferences, adapt content in real time, and provide interactive features that traditional videos cannot offer. These capabilities not only make lessons more engaging but also address individual learning needs, fostering a sense of accomplishment and sustained interest. For example, AI algorithms can assess a learner's proficiency level and adjust the complexity of language exercises presented in the video. They can also integrate gamification elements, such as quizzes, points, and rewards, to make the learning process enjoyable and goal-oriented.

Moreover, AI technologies facilitate the incorporation of culturally relevant content into video lessons, allowing students to explore diverse linguistic and cultural contexts. This not only enriches the learning experience but also develops intercultural competence, an essential skill in today's globalized world. Additionally, the use of voice recognition technology in AI-powered videos enables learners to practice pronunciation and receive instant corrective feedback, enhancing their speaking skills in a low-pressure environment.

AI-driven video materials also provide data analytics that help educators understand student progress and identify areas requiring additional attention. For instance, AI systems can generate detailed reports on engagement levels, accuracy rates in interactive exercises, and time spent on different tasks. This information enables teachers to customize their instructional strategies, ensuring that no student is left behind.

Furthermore, AI-powered video lessons can bridge gaps in accessibility, offering high-quality resources to learners in remote or underserved areas. With the integration of natural language processing (NLP) technologies, these lessons can be made available in multiple languages, enabling learners with varying levels of English proficiency to access and benefit from the content.

This article investigates how such technologies can be harnessed to revolutionize English language teaching by significantly boosting student motivation. It explores the benefits, challenges, and practical applications of integrating AI with video materials and outlines strategies for educators to maximize their effectiveness in the classroom. As AI technologies continue to evolve, their ability to transform language learning and foster sustained motivation promises to redefine the educational landscape.

Materials and Methods

The study employed a mixed-methods approach to explore the influence of AI-enhanced video materials on student motivation in English language learning. Participants included 200 students from secondary and tertiary educational institutions, aged between 14 and 25, representing a range of English proficiency levels from beginner to advanced. Additionally, 20 English language teachers contributed insights into the integration of AI technologies in classroom settings.

To develop the study materials, AI-powered tools were used to create interactive video lessons tailored to individual learning needs. These videos featured personalized content recommendations based on student proficiency and interests, embedded quizzes providing real-time feedback, and interactive tasks like role-playing scenarios with AI avatars. Over three months, these video lessons were implemented in English language classes, with students engaging in 45-minute sessions twice a week.

Data collection methods included pre- and post-surveys measuring motivation and engagement, teacher observation checklists documenting student behaviors, and focus group discussions gathering qualitative feedback on the student experience. The quantitative data from surveys were statistically analyzed to identify changes in motivation levels, while qualitative data from focus groups and observations were thematically analyzed to identify recurring patterns in student engagement and perceptions.

The results revealed a significant increase in student motivation and engagement due to AI-enhanced video lessons. Pre-survey data indicated that only 40% of students reported high

motivation levels, whereas post-survey data showed this figure rising to 78%. Personalized content, interactive features, and real-time feedback were frequently cited as factors driving increased motivation. Observation data revealed a 50% increase in active participation during AI-powered lessons compared to traditional methods, with teachers noting improved attention spans and enthusiasm, particularly among previously disengaged students. Learning outcomes also improved, with 85% of students demonstrating better vocabulary retention and 67% showing increased speaking confidence, largely attributed to the role-playing scenarios facilitated by AI.

Teachers reported that AI tools streamlined lesson planning and enabled targeted support for students, although many highlighted the need for additional professional development to effectively utilize these technologies. Challenges such as the cost of implementing AI and the need for equitable access across institutions were also noted.

These findings highlight the potential of AI technologies to revolutionize English language teaching by providing adaptive, engaging, and personalized learning experiences. Future research should examine the long-term effects of these tools and explore advanced technologies such as virtual reality to further enhance the learning process. By addressing existing challenges and continuing to innovate, educators can leverage AI to create dynamic, inclusive, and motivating environments that empower students to achieve their language learning goals.

The results of the study highlight the substantial impact of AI-enhanced video materials on student motivation and engagement in English language learning. Analysis of the collected data revealed the following key findings:

Increase in Motivation Levels

The pre-study surveys indicated that only 40% of students reported high levels of motivation for learning English, while the post-study surveys showed this figure rising to 78%. This improvement was consistent across different proficiency levels, suggesting that the personalized nature of AI-enhanced video lessons effectively addressed individual student needs.

Engagement and Participation

Classroom observations documented a 50% increase in active participation during lessons featuring AI-enhanced video materials compared to traditional teaching methods. Students displayed heightened attention spans, greater enthusiasm, and improved willingness to engage in discussions and activities.

Learning Outcomes

Quantitative assessments demonstrated improved learning outcomes:

- Vocabulary Retention: 85% of students scored higher on vocabulary tests following exposure to AI-powered videos with interactive quizzes.
- Speaking Confidence: 67% of students reported feeling more confident in speaking English, attributed largely to the role-playing scenarios with AI avatars.

Teacher Observations

Teachers noted significant reductions in preparation time due to the availability of ready-made AI tools that adapt to diverse student needs. However, they also highlighted challenges, including the need for adequate training to maximize the potential of AI technologies and the cost of integrating these tools into standard curricula.[1]

Qualitative Insights

Focus group discussions revealed that students appreciated the interactive and adaptive features of the AI-powered videos. Many noted that the videos made learning more enjoyable and reduced the monotony often associated with traditional lessons. Real-time feedback was particularly valued, as it helped students identify and correct errors immediately, reinforcing a sense of accomplishment.

Table1. Summary of Quantitative Findings

Metric	Before AI Lessons (%)	After AI Lessons (%)
Students Reporting High Motivation	40%	78%
Active Participation Increase	-	+50%

Improved Vocabulary Retention	-	85%
Increased Speaking Confidence	-	67%

Summary of Teacher Feedback

Aspect	Positive Impact (%)	Challenges (%)
Streamlined Lesson Planning	70%	-
Increased Student Engagement	85%	-
Cost and Accessibility Issues	-	40%
Need for Professional Training	-	65%

The results demonstrate the effectiveness of AI-powered video materials in enhancing motivation, engagement, and learning outcomes. By addressing the challenges identified in the study, such as cost and teacher training, educational institutions can further leverage AI technologies to transform English language teaching.[2]

The integration of AI technologies with video materials in English language teaching represents a significant leap forward in fostering motivation and enhancing the overall learning experience. By personalizing content, providing real-time feedback, and incorporating interactive features, AI-driven video lessons address the diverse needs and preferences of learners, making language acquisition a more engaging and rewarding process.

One of the most compelling benefits of this approach is its ability to personalize learning. Unlike traditional methods that often adopt a one-size-fits-all approach, AI technologies enable video lessons to adapt dynamically to the learner's pace, proficiency level, and interests. This level of customization not only keeps learners motivated but also promotes a sense of agency, allowing them to take ownership of their educational journey. For students who may struggle with traditional methods, this tailored approach can make the difference between frustration and achievement.

Additionally, AI-enhanced video materials create opportunities for active engagement through interactive elements such as quizzes, simulations, and gamified exercises. These features transform passive viewing into an active learning experience, encouraging students to participate and practice in meaningful ways. This interactivity, coupled with instant feedback from AI systems, builds confidence and helps learners overcome their fears of making mistakes.[3]

Another notable advantage is the potential for cultural immersion. AI technologies can curate video content that reflects a wide range of cultural contexts, exposing students to authentic language usage and diverse perspectives. This not only enhances their language skills but also develops their intercultural competence, preparing them to navigate the complexities of global communication. From a teacher's perspective, the analytical capabilities of AI-driven video lessons provide valuable insights into student performance. Data on engagement levels, response accuracy, and time allocation allows educators to identify strengths and weaknesses at both individual and group levels. This data-driven approach enables more informed instructional decisions, ultimately benefiting the entire class.[4]

However, the successful implementation of AI-enhanced video lessons requires thoughtful consideration and preparation. Educators must be trained not only in the technical aspects of these tools but also in their pedagogical application. The seamless integration of AI technologies into existing curricula should be supported by clear guidelines and adequate resources. Moreover, concerns regarding data privacy and ethical considerations must be addressed to ensure that the use of AI aligns with best practices and respects the rights of learners. Looking forward, the future of AI in English language teaching holds tremendous potential. Advances in natural language processing, machine learning, and virtual reality promise to make AI-powered video lessons even more immersive and effective. For instance, virtual tutors equipped with AI capabilities could simulate real-life conversations, providing learners with a safe environment to practice speaking skills. Similarly, AI could facilitate adaptive assessments that evaluate not only language proficiency but also critical thinking and cultural awareness.[5]

In conclusion, AI technologies are not just tools; they are transformative agents that can redefine the way English is taught and learned. By combining the rich sensory appeal of video materials with the precision and adaptability of AI, educators can create a dynamic and motivating environment for learners. This approach not only enhances linguistic competence but also equips students with the skills and confidence needed to thrive in a globalized world. The journey of integrating AI in education is still in its early stages, but its impact is already evident, and its potential is boundless.

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UDC 181’513

FORMATION OF INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE EDUCATION: CORE ASPECTS OF PEDAGOGICAL INTERACTION

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Резюме

Статья посвящена изучению формирования межкультурной компетенции в процессе обучения иностранным языкам, включая ключевые аспекты педагогического взаимодействия. В работе анализируются подходы к развитию межкультурной коммуникации, рассматриваются методические приёмы и оценивается их эффективность. Результаты исследования подтверждают, что успешное формирование межкультурной компетенции требует интеграции языковых навыков с культурными аспектами.

Ключевые слова: межкультурная компетенция, обучение иностранным языкам, педагогическое взаимодействие, межкультурная коммуникация.

Түйіндеме

Мақалада шет тілдерін үйрету барысында мәдениетаралық сауаттылықты қалыптастыру мәселесі қарастырылады. Мақалада тілдік жане мәдени сауаттықты дамытудың әдістемелік тәсілдері талқыланады әрі олардың тиімділігі бағаланады.

Кілт сөздер: мәдениетаралық сауаттылық, шет тілдерін үйрету, педагогикалық серіктестік, мәдениетаралық бағалау.

The formation of intercultural competence is a cornerstone in modern foreign language education. In the context of globalization, the demand for professionals skilled in intercultural communication has grown significantly. Language learning is no longer limited to mastering grammar and vocabulary; it requires understanding cultural nuances, communication styles, and socio-cultural norms. This shift reflects the evolving needs of globalized societies, where professionals must navigate complex cultural landscapes.

Intercultural competence extends beyond mere linguistic proficiency. It involves a deep understanding of cultural frameworks, an ability to empathize with diverse perspectives, and the skill to adapt communication strategies across varying cultural contexts. These competencies are

critical in fostering mutual respect and collaboration in international settings, making their cultivation a priority in educational systems worldwide.

Foreign language education serves as a vital platform for developing these competencies. By integrating cultural and linguistic instruction, educators can prepare students to engage effectively in intercultural dialogue. However, achieving this goal requires innovative approaches that address the challenges of teaching and assessing intercultural competence [1].

This article investigates the interplay between linguistic and cultural education, emphasizing the importance of incorporating intercultural elements into the curriculum. By analyzing current teaching methods and gathering insights from educators and learners, the study identifies effective strategies for fostering intercultural competence. Additionally, the research explores the role of pedagogical interaction in creating an inclusive and engaging learning environment that supports the holistic development of students' intercultural skills.

The study's findings contribute to the growing body of knowledge on intercultural education and offer practical recommendations for educators seeking to enhance their teaching practices. By addressing the theoretical and practical dimensions of intercultural competence, this research aims to bridge the gap between academic insights and real-world application in foreign language classrooms [2, 143].

The research involved 150 participants, including foreign language teachers and students from various institutions. The study employed a mixed-methods approach to gather a diverse range of data, combining surveys, interviews, and classroom observations to achieve a comprehensive understanding of the factors influencing intercultural competence development. Data collection included structured surveys distributed to teachers and students, aimed at evaluating their perceptions of intercultural competence, the effectiveness of existing teaching methods, and identifying areas for improvement. Additionally, classroom observations were conducted across 30 learning environments to analyze teaching practices and their impact on student interaction and cultural sensitivity. Interviews with 20 educators and 15 learners provided qualitative insights into personal experiences and perceived challenges related to intercultural education.

The data were analyzed using a combination of quantitative and qualitative techniques. Quantitative data from surveys were statistically examined through SPSS software to identify correlations between teaching methodologies and students' self-reported intercultural skills. Qualitative data from interviews and observations underwent thematic analysis to uncover recurring patterns and significant themes related to effective teaching practices, barriers to implementation, and cultural integration. These methods ensured the reliability and validity of the findings, supported by pre-testing survey instruments with a pilot group and triangulating data sources to reinforce consistency [3; 4].The outcomes demonstrated that specific methodologies, such as the communicative approach and cultural immersion, significantly influence the development of intercultural competence. These methods were particularly effective when combined with teacher training programs and an inclusive curriculum. The study also highlighted the role of digital tools and virtual exchanges in providing accessible alternatives to traditional immersion experiences, broadening the scope of intercultural education for diverse student populations.

Quantitative findings revealed notable improvements in empathy and confidence among students participating in programs emphasizing intercultural engagement. For instance, participants in cultural immersion activities exhibited a 30% increase in empathy scores compared to traditional classroom counterparts. Similarly, qualitative analyses underscored the importance of aligning educational practices with real-world intercultural scenarios, emphasizing collaborative learning, reflective exercises, and contextually relevant content.

The integration of quantitative results into visual representations, such as tables and diagrams, offered additional clarity. A key example is the comparative analysis of student outcomes based on different teaching methodologies, illustrated in Table 1. This data underscores the distinct advantages of methods like the communicative approach in fostering practical intercultural skills. Furthermore, Diagram 1 effectively highlights barriers faced by educators, such as the lack of

training and resource limitations, emphasizing the need for systemic improvements to support intercultural education initiatives.

The study identified several key trends regarding the effectiveness of different teaching methodologies in fostering intercultural competence among students. The analysis revealed that each approach had varying levels of success in developing students' empathy, cultural awareness, and communication skills. Below are the key findings from the data collected.

Effectiveness of Teaching Methodologies. The study explored three primary teaching methodologies: the communicative approach, cultural immersion, and project-based learning. The effectiveness of these methodologies was measured by improvements in students' empathy levels and their confidence in intercultural interactions. Table 1 below summarizes the improvements in empathy and confidence based on the different methodologies used in the classrooms (See Table 1).

Table 1: Student Outcomes by Methodology

Methodology	Improvement in Empathy (%)	Increase in Confidence (%)
Communicative Approach	25	85
Cultural Immersion	30	75
Project-Based Learning	20	78

As shown in the table, the Communicative Approach was the most effective in increasing students' confidence in intercultural interactions (85%), followed by Project-Based Learning (78%). Cultural Immersion contributed significantly to improving empathy (30%) but showed lower confidence improvement compared to other methods.

The main challenges reported by teachers were:

- Lack of Professional Development (75%): The majority of teachers reported that they did not feel adequately trained to integrate intercultural competence into their teaching practice.
- Curriculum Limitations (65%): Teachers highlighted the lack of intercultural content in the existing curriculum.
- Resource Limitations (55%): Teachers also mentioned that there was a shortage of resources, such as multimedia tools and culturally diverse materials, to effectively teach intercultural competence.

Students were also surveyed about their experiences with the different teaching methods. The feedback was collected through Likert-scale questionnaires and semi-structured interviews. The results are presented in Table 2.

Table 2: Student Feedback on Teaching Methods

Methodology	Perceived Effectiveness in Enhancing Intercultural Awareness	Student Engagement (1-5 scale)	Preference (%)
Communicative Approach	4.5/5	4.7	50%
Cultural Immersion	4.8/5	4.6	30%
Project-Based Learning	4.2/5	4.3	20%

From the survey results:

- 50% of students preferred the Communicative Approach due to its interactive nature and practical application of language in real-life scenarios.
- 30% preferred Cultural Immersion because it provided a deeper understanding of different cultures through firsthand experiences.
- 20% favored Project-Based Learning, particularly for its collaborative nature and the opportunity to apply language skills to solve real-world problems.

The study's results confirm that integrating intercultural elements into foreign language education enhances students' overall language proficiency and their ability to navigate diverse

cultural contexts. The Communicative Approach was found to be the most effective in boosting students' confidence, while Cultural Immersion was particularly beneficial for developing empathy and cultural understanding.

The findings also underscore the need for teacher training programs that focus on intercultural competence, as many educators felt underprepared to teach intercultural communication effectively. Additionally, there is a clear demand for curriculum reforms to incorporate more cultural content and provide teachers with adequate resources and support.

The findings of this study highlight the multifaceted nature of intercultural competence and its reliance on a combination of linguistic, cultural, and emotional intelligence. The results demonstrate that the communicative approach, cultural immersion, and project-based learning each play significant roles in fostering these skills, albeit with varying levels of effectiveness and challenges. One notable insight is the efficacy of the communicative approach in creating real-life scenarios where students can practice applying their knowledge. This method encourages active participation and situational adaptability, which are essential for intercultural interactions. However, educators emphasized the necessity of ensuring that materials used in this approach represent diverse perspectives to avoid reinforcing stereotypes.

Cultural immersion proved particularly transformative, offering students direct exposure to different traditions, values, and lifestyles. This exposure helps build empathy and reduce ethnocentric biases. Nevertheless, logistical constraints, such as limited opportunities for study abroad or interactions with native speakers, often restrict the feasibility of full immersion. Integrating virtual exchanges and collaboration with international peers can serve as practical alternatives. Project-based learning, while effective for fostering teamwork and problem-solving, was found to require substantial resources and careful management to maintain focus on intercultural objectives. Educators suggested that aligning projects with real-world issues, such as global challenges or community initiatives, could enhance their relevance and impact. Teacher training emerged as a critical factor in successfully implementing these methodologies. Many educators expressed the need for professional development programs that equip them with the tools to navigate the complexities of multicultural classrooms.

Workshops on cultural sensitivity, inclusive curriculum design, and the use of technology in intercultural education were frequently recommended. This study also identified the importance of assessment frameworks that go beyond linguistic proficiency to evaluate intercultural competence. Tools such as reflective journals, peer assessments, and portfolio evaluations were suggested as effective ways to capture the depth of students' learning experiences. Future research should focus on exploring innovative teaching techniques, such as gamification and artificial intelligence-driven language tools, to further enhance the intercultural dimension of language education. Additionally, longitudinal studies tracking students' progress over time would provide valuable insights into the long-term impact of these methodologies.

Developing intercultural competence is a complex yet essential goal in foreign language education, requiring an integrated approach that combines linguistic skills with cultural understanding. This study reaffirms the importance of adopting diverse pedagogical strategies, including the communicative approach, cultural immersion, and project-based learning, to cater to the varying needs of learners [5].

The findings underscore the significance of creating inclusive learning environments that encourage exploration and dialogue. By equipping students with the tools to navigate cultural diversity, educators play a vital role in preparing them for the challenges of a globalized world. Moreover, the necessity of teacher training and professional development cannot be overstated, as educators themselves must embody the intercultural competence they aim to instill.

In conclusion, fostering intercultural competence demands collaboration among educators, institutions, and policymakers to create curricula that reflect the interconnected nature of today's societies. As globalization continues to redefine human interactions, the ability to communicate and collaborate across cultural boundaries will remain a cornerstone of personal and professional success.

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УДК 372.8:811.111

THE ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPMENT OF ENGLISH SPEAKING SKILLS

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Түйін

Бұл мақалада ағылшын тілінде сөйлеу дағдысын дамытуда жасанды интеллектің алатын орны қарастырылады.Бүгінгі таңда жасанды интеллект тіл үйренушілерге сөйлеу машығын жетілдіруге көмектесетін тиімді құрал ретінде кеңінен қолданылады.Мақалада AI технологияларының сөйлеу жаттығулары,дыбыстауды түзету,жекелендірілген оқыту және мотивацияны арттыру саласындағы мүмкіндіктері талданады.Сонымен қатар,жасанды интеллекттің артықшылықтары мен шектеулері де көрсетіледі.

Резюме

В данной статье рассматривается роль искусственного интеллекта в развитии навыков говорения на английском языке.Сегодня ИИ активно используется как эффективный инструмент для улучшения разговорный речи.В статье анализируются возможностей технологий ИИ в таких аспектах,как диалоговые тренировки,коррекция произношения,индивидуализированное обучение и повышение мотивации.Также выделяются преимущества и ограничения использования ИИ в обучении языку.

In the current era of globalisation,knowing English is one of the key factors for professional,scientific,and social success in life.A large portion of the world's population is learning English as a second language.However,among the language skills,speaking is the most challenging and intimidating for many,as people feel embarrassed about not being able to express themselves correctly and confidently,fear their accent,or worry about mispronunciations.In this context,new modern technologies,including artificial intelligence(AI),play a special role.

Artificial intelligence is a set of systems that imitates human abilities to think,learn,and make decisions.Today,AI is widely applied in the field of education.Particularly in language learning,AI tools can cover important aspects such as personalized exercises,interactive dialogues,error correction,and the development of speaking style.This article comprehensively examines the role,advantages,and challenges of AI technologies in developing English speaking skills.

One of the key advantages of using AI in language is its capacity to simulate real-life conversational scenarios.Advanced AI chatbots and speech recognition technologies create immersive environments where learners can engage in dialogues without the fear of making mistakes in a public setting.Such platforms not only correct pronunciation and intonation errors in

real time but also offer nuanced feedback is essential for building the confidence required for spontaneous speaking,an area where many learners struggle.

Furthermore,the interactive nature of AI tools makes the learning process more engaging and less monotonous.By incorporating elements of gamification,such as point scoring,competitions,and interactive challenges,these systems maintain a high level of learner motivation over extended periods.This dynamic form of learning transforms the task of acquiring language skills from a rigid academic exercise into an engaging,rewarding experience.

In summary,the application of artificial intelligence in developing English speaking skills represents a transformative shift in language education.By combining technological innovation with personalized learning strategies,AI is setting new standards for how effectively and efficiently language skills can be acquired.However,the ultimate success of language mastery will continue to rely on a balanced integration of both AI tools and human interaction,ensuring that learners not only gain technical proficiency but also develop the cultural and emotional intelligence necessary for true fluency.

Main Challenges in Developing Speaking Skills

Language learners frequently encounter the following difficulties:

•Lack of confidence to speak

•Insufficient vocabulary

•Fear of grammatical errors

•Inadequate practice

•Incorrect intonation and accent

A student or learner should not only have a good grasp of grammar but also be able to apply that knowledge in spoken communication.For this,it is necessary to engage in frequent speaking,conduct dialogues,exchange opinions,and freely express one's thoughts.This is precisely where artificial intelligence can facilitate continuous practice and interactive communication.

The Contribution of Artificial Intelligence to Developing Speaking Skills

2.1 Dialogue Exercises

Al-driven chatbots (such as ChatGPT,Replika,Monday)provide language learners with the opportunity to converse on various topics.They monitor speaking style and grammatical structure,offering advice when needed or repeating a question for clarification.

2.2 Speech Recognition and Error Correction

Some applications(for example,Elsa Speak,Google Assistant) listen to the learner's spoken words,evaluate pronunciation and accent,identify incorrectly pronounced sounds,and provide suggestions on how to pronounce them correctly.

2.3 Personalized Learning Programs

Al monitors a learner's proficiency level,speaking pace,and common errors,then creates a personalized learning plan.This approach contributes to the individual development of each person's speaking skills.

2.4 Motivation and Gamification

Language learning is a long process that requires patience.Exercises in the form of games developed with the help of artificial intelligence enhance the learner's interest and actively train their speaking skills.Platforms such as Duolingo and Speakly effectively apply this approach.

Advantages and Limitations

Advantages:

•24/7 accessibility

•Personalized instruction

•Interactive,engaging format

•Rapid error correction

Limitations:

1)Limited ability to fully understand human emotions

2)May sometimes provide incorrect feedback

3)Insufficient for situations that require high-level language proficiency

4)It cannot entirely replace live dialogue with a human counterpart.

Speaking in English is the primary goal of language learning and also its most challenging aspect.Artificial intelligence simplifies this process and makes a significant contribution to improving the learner's speaking ability.It offers numerous features,such as interactive conversation,accent correction,grammar monitoring,and motivation enhancement.However,AI tools cannot completely replace human interaction.To truly master a language,a combination of AI and live communication is necessary.Artifical intelligence represents a new era in language learning,but its effective use ultimately depends on the learner.

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UDC 378.147.88:37

PECULIARITIES OF THE USE OF PHRASEOLOGICAL UNITS OF THE RUSSIAN AND ENGLISH LANGUAGES

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Annotation. This article discusses the features of the use of phraseological units of the Russian, English languages. The connection between the history and culture of the people with the language is especially pronounced at the phraseological level. A large number of proverbs, sayings reflect specific national features, they have a linguistic imagery that goes back to the history of the people, their way of life, customs, traditions.

Key words: phraseological units, language, thinking system, proverbs and sayings, culture and society, vocabulary.

Аңдатпа. Бұл мақалада орыс, ағылшын тілдерінің фразеологиялық бірліктерін қолдану ерекшеліктері қарастырылады. Халықтың тарихы мен мәдениетінің тілмен байланысы әсіресе фразеологиялық деңгейде айқын көрінеді. Көптеген мақал-мәтелдер белгілі бір ұлттық белгілерді бейнелейді, олардың халықтың тарихына, өмір салтына, әдет-ғұрыптарына, дәстүрлеріне қайта оралатын тілдік бейнесі бар.

Тірек сөздер: фразеологиялық бірліктер, тіл, ойлау жүйесі, мақал-мәтелдер, мәдениет пен қоғам, лексика.

Collection and information content are those essential properties of a linguistic sign that underlie its most important function along with its communicative function: cumulative. Language in this function acts as a link between generations, serves as a "repository" and a means of transmitting extralinguistic collective experience.

The most clearly cumulative function is manifested in the field of vocabulary, since it is it that is directly related to objects and phenomena of the surrounding reality. First of all, the vocabulary reflects fragments of social experience determined by the main activity of a given people. The existence of certain lexical units is explained, as it were, by practical needs.

For example, the traditions of color designation are different for different peoples. Sean African distinguishes only three colors. The same number of color names exist in the Navajo language, while for the designation of black there are two words: the black color of darkness and the black color of coal. The same can be observed in some Turkic languages, for example, in Kazakh, where there are two words for green. Gray color in the Russian language is associated with mediocrity, everyday life ("gray everyday life", "such grayness", "gray mouse"). In England, the gray color is the color of nobility, elegance, that is, it has completely different connotations. Thus, completely different semantic descriptions can correspond to one of that thing / phenomenon, depending on which civilization this thing / phenomenon is considered.

In some languages, the emergence of a number of words denoting certain concepts was dictated by some social reasons. For example, in the last century in Victorian England it was forbidden to pronounce such words as “breast”, “leg”, even talking about chicken, so the phrases “white meat” and “black meat” appeared.

The connection between the history and culture of the people with the language is especially pronounced at the phraseological level. A large number of proverbs, sayings reflect specific national traits, possess the linguistic imagery that goes back to the history of the people, their way of life, customs, traditions.

It is characteristic that the very appearance of phraseologisms or stable phrases is sometimes caused by changes in the public life of the people, the emergence of conditions in which the social significance of words is so great that it acquires the features of symbolism [1].

The system of images enshrined in the phraseological composition of the language accumulates pictures of worldview and is somehow connected with the material, social or spiritual culture of a given linguistic community, testifies to its cultural and national experience and traditions.

Unfortunately, as noted above, phraseology, and first of all it concerns the domestic and western, as a separate discipline is paid little attention. Many linguists set themselves the task of defining phraseological units and classifying them, thus considering phraseology as one of the sections of lexicology and no more.

Meanwhile, problems such as lexical and phraseological compatibility, combinatorialism, and the semantics of phraseological units are much more interesting. The construction of semantic phraseological dictionaries may be useful for conducting cultural and comparative studies of the specifics of world perception and perception of representatives of various cultures, for teaching and mastering a foreign language. In addition, there is a purely psychological interest in the study of phraseological units, due to the development of a methodological tool in the framework of the problems of interpersonal perception.

We made an attempt to compare phraseological units of three languages - Russian, English, Kazakh, in terms of their semantics. Since phraseology can be called a historical mirror of human life, and life, as you know, is multifaceted, many events and phenomena: human nature, nature, science, etc., are reflected in phraseologisms. However, as the researchers point out, from the point of view of the holistic meaning of phraseological units, those components that have conventional significance, being symbols, are of particular interest. The symbolic meaning is for the most part inherent in somatisms, phytonyms, cosonyms, as well as words denoting color [2, p. 125]. We settled on the latter.

As S.O. notes Uporova, in linguistics a systematic approach to color-bearing vocabulary has not yet been developed. The following seems important:

1) the word - color designation is initially emotionally colored, it not only indicates color, but also seeks to express our attitude to it;

2) color can be expressed explicitly (by directly naming a color or attribute by color), and implicitly (by naming an object, color

a sign which is fixed in everyday life or culture at the level of tradition) [3, p. 52].

Many cultural phenomena cannot be understood without regard to the meaning of color. Color is one of the main categories of culture, "capturing unique information about the color of the

surrounding nature, the uniqueness of the historical path of the people, the interaction of various ethnic traditions, the characteristics of the artistic vision of the world" [3, p. 109]. Thus, color can be represented as emotionality, “enriched by various associations enshrined in linguistic and sociocultural practice”. This is precisely why our choice of the “color” concept is justified for the semantic analysis of phraseological units of different languages, which will help us identify the specifics of the formation of this concept in different ethnic cultures, and it is in the Russian, English and Kazakh ethnic cultures, as well as to determine the specific features of the development of lexical color designations in these languages. We are interested in how these peoples interpret the world.

At the same time, in parallel with the research work, we conducted an experimental one. 22 people took part in our experiment: 10 Russians, 10 Kazakhs and two representatives of English-speaking countries, Peace Corps valanters Jonathan Mott, Zack Shade. The participants in the experiment were given various tasks, mainly related to the establishment of syntagmatic associative reactions to the correlates of color words, determining the degree of familiarity of participants with color symbols in their native and foreign languages. Of course, we took into account not one specific opinion, but the average opinion of the entire group of informants. The numerical expression of this average opinion was the distribution of estimates / judgments.

As a result of the research and experimental work, phraseological units were compared with the “color” component, which enabled us to identify some of the earlier unremarked points of contact and differences between them. It also helped to trace the specific reflection of the same phenomena in languages that are not in stable contacts (meaning Russian - English, Kazakh - English).

So, in summary, phraseologisms are interesting in that, as a kind of folklore, they carry the aggregate social experience, reflect the structures of everyday, everyday consciousness, the national-cultural specificity of the language.

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UDC 378.147.88:37

FEATURES OF PHRASEOLOGICAL UNITS DENOTING CULTURAL VALUE

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Abstract. This article examines phraseological units denoting human characteristics and their values, taking into account that phraseological units in English are originally English and they reflect the traditions, customs and beliefs of the English people, various realities and facts of English history.

Key words. Phraseological units, values, linguistic picture of the world, universal human values, cultural value.

Аңдатпа. Бұл мақалада ағылшын тіліндегі фразеологиялық бірліктердің бастапқыда ағылшын тілі екенін және олар ағылшын халқының салт-дәстүрлерін, әдет-ғұрыптары мен наным-сенімдерін,

ағылшын тарихының әртүрлі шындықтары мен фактілерін бейнелейтінін ескере отырып, адам қасиеттерін және олардың құндылықтарын білдіретін фразеологиялық бірліктер қарастырылады.

Кілтті сөздер. Фразеологизмдер, құндылықтар, дүниенің тілдік бейнесі, жалпыадамзаттық құндылықтар, мәдени құндылық.А

Аннотация. В данной статье расматриваются фразеологизмы обозначающие человеческие характеристики и их ценности, с учетом того, фразеологизмы в английском языке являются исконно английскими и они отражают традиции, обычаи и верования английского народа, различные реалии и факты английской истории.

Ключевые слова. Фразеологизмы, ценности, языковая картина мира, общечеловеческие ценности, культурная ценность.

Classification of phraseological units by origin. The sources of origin of phraseological units in modern English are very diverse. A. V. Kunin, who devoted a special monograph to this issue, divides English phraseological units by their origin into three main groups:

1) Native English,

2) Borrowed from foreign languages, and

3) Borrowed from the American version of English [1].

For the most part, phraseological units in English are native. Many of them reflect the traditions, customs and beliefs of the English people, various realities and facts of English history. These are, for example, the phraseological units sit above the salt to occupy a high position in society, sit below the salt to occupy a modest (public) position, an aunt Sally the subject of attacks or insults; a false argument put forward in order to later refute it, put somebody. In the cart put someone in a difficult position, etc. The first of these examples are connected with the old English custom to put the salt shaker in the middle of the table and put the visitor at the top end of the table, as humble guests, poor relations and servants - for bottom. The phraseology of an Aunt Sally is based on the folk game “Aunt Sally”, which consists in knocking a clay pipe out of the mouth of a wooden female head placed on a pole from a certain distance with a bat. The word cart was used to describe a cart that carried criminals to the place of execution or drove them around the city in disgrace, which was the starting point for rethinking the expression put somebody in the cart. The most important source of native phraseology is professional speech: on the crest of the wave on top of happiness, good luck, trim one's sails to the wind keep your nose in the wind', etc. - sea origin, armed at all points' fully armed', spike somebody’s guns thwart someone's hostile plans', draw a bow at a venture 'do something at random' - military and sports origin [8].

Many phraseological expressions have a fundamentally important syntactic feature: they are not phrases, but whole sentences. In the allocation of the fourth and last group of phraseological units considered, the scientists did not achieve unity and certainty. The differences are explained by the diversity and heterogeneity of the language units themselves, which are traditionally included in the phraseology. There are other classifications of phraseological units, which are based on their General grammatical features. At the same time, traditional classifications of phraseological units do not take into account the connection of some idioms with the situation of communication. Neither motivational nor purely structural characteristics (division of idioms into idioms-sentences, idioms- phrases, etc.) give any meaningful information about the functional properties of idioms in the speech act. On the other hand, the classes of idioms that are distinguished by semantic parameters such as “denoting emotions”, “wealth – poverty”, “truth – lie”, etc. Also ignore the connection of the considered units with the situation of communication, or with what is often called the pragmatic parameters of the situation. Thus, one of the most important functions of idioms is discursive [2].

The development of phraseology as a linguistic science has recently presented researchers with a very complex problem – the relationship of a phraseological unit with a word. In modern linguistics, there are different points of view regarding the very formulation of this question. Some consider phraseological units equivalent to words, others point to their correlation with the word, replacing the theory of equivalence with the theory of correlation of phraseological combination with the word. The theory of equivalence of phraseological units to a word goes back to the concept

of identifying expressive facts , developed by sh. Bally, who pointed out that the most common feature of phraseological turnover, replacing all the others, is the possibility or inability to substitute a single simple word instead of a given combination [3].

This word sh. Bally called “word-identifier”. The Presence of such a synonym Bally considers as an internal sign of the integrity of phraseological units. Most linguists N. N. Amosova, N. M. Babkin, V. P. Zhukov, A.V. Kunin, A. I. Smirnitsky, N. M. Shansky, and others did not agree with this concept.“The semantic integrity of phraseology cannot be established in this way”, V. P. Zhukov wrote in his work on phraseology, since variable combinations of words can have synonymous words.

For example, look fixedly - to stare; sufferings of mind or body-paint, etc.

Indeed, phraseological units are similar in many ways to words, but the sign of equality between the meaning of phraseological units and the meaning of the words with which they are identified, as a rule, can not be put. An essential element of the semantics of phraseology is the evaluability of the concept expressed by it, its special modality, while for the semantic structure of the word, the element of evaluation is characteristic to a lesser extent. In most cases, phraseological units and words related to them differ in stylistic coloration and in relation to individual words, phraseological units act mainly as stylistic, rather than ideographic synonyms.

It should also be borne in mind that Proverbs and sayings, i.e. phraseological units with sentence structure, can only be identified using sentences.

For example, birds of a feather flock together – people who have the same interests, ideas, etc. are attracted to each other and stay close together; the blind leading the blind – a situation in which the person who is leading or advising others knows a little as they do. (Longman Dictionary of English Idioms1981:67, 84, 80).

Linguists do not have a common opinion about what phraseology is, and therefore there is no unity of views on the composition of these units in the language. Some researchers (L.P. Smith, V.P. Zhukov, V.N. Telia, N. M. Shansky, etc.) include stable combinations of phraseology, while others (N.N. Amosova, A.M. Babkin, A.I. Smirnitsky, etc.) include only certain groups. Thus, some linguists (including academician V.V. Vinogradov) do not include Proverbs, sayings and winged words in the category of phraseological units, considering that they differ in their semantics and syntactic structure from phraseological units. V.V. Vinogradov stated: Proverbs and sayings have a sentence structure and are not semantic equivalents of words. Almost any language has several levels of phraseology, and not all of them are well- known, widely used, and recorded by dictionaries. Some of them are used only by certain groups of native speakers and are not included in dictionaries. That is why the primary task of a translator is to be able to recognize the phraseological units in the text, to distinguish a stable combination from a variable one.

It should also be borne in mind that polysemicity and homonymy are inherent not only in word, but also in phraseological units, that is, the same combination can be both stable and free at the same time.

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UDC 658.386

THE CONCEPT AND IMPORTANCE OF BUSINESS ETIQUETTE

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Резюме. В данной статье рассматриваются особенности концепции делового этикета в английском деловом общении, а также затрагиваются вопросы делового этикета бизнес английского, применяемом в деловом коммуникативном дискурсе.

Ключевые слова: бизнес этикет, коммуникация, концепция, культура, базовые ценности, стили общения, жанры.

Түйіндеме. Бұл мақалада ағылшынның іскерлік қарым-қатынасындағы іскерлік этикет ұғымының ерекшеліктері қарастырылады, сонымен қатар іскерлік коммуникативті дискурста қолданылатын іскерлік ағылшын тілінің іскерлік этикетінің мәселелері қозғалады.

Түйін сөздер: іскерлік этикет, қарым-қатынас, концепция, мәдениет, негізгі құндылықтар, қарым-қатынас стильдері, жанрлар

Business communication is a complex multifaceted process of developing contacts between people in the service sector. Its participants appear in official statuses and are focused on achieving goals, specific tasks. A specific feature of this process is regularity, that is, compliance with established restrictions, which are determined by national and cultural traditions, professional ethical principles.

Business etiquette includes two groups of rules:

- the norms in force in the field of communication between equal in status, members of the same team (horizontal);
- instructions that determine the nature of the contact of the leader and subordinate (vertical).

A general requirement is a friendly and helpful attitude to all work colleagues, partners, regardless of personal likes and dislikes.

The regulation of business interaction is also expressed in attention to speech. Obligatory observance of speech etiquette - developed by the society norms of linguistic behavior, typical ready-made "formulas" that allow you to organize etiquette situations of greetings, requests, thanks, etc. (for example, "hello", "please", "allow me to apologize," " happy to meet you "). These sustainable designs are selected taking into account social, age, psychological characteristics.

Communication as interaction implies that people establish contact with each other, exchange certain information in order to build joint activities, cooperation. [1]

In order for communication as interaction to take place without problems, it must consist of the following stages:

- Setting a contact (acquaintance). It involves understanding another person, introducing oneself to another person;
- Orientation in a communication situation, understanding of what is happening, holding a pause;
- Discussion of a problem of interest;
- Solution to the problem.
- Completion of contact (exit from it) [2].

Types of business communication

By the method of exchange of information distinguish between oral and written business communication.

Oral types of business communication, in turn, are divided into monological and dialogical.

Monological species include:

- Greeting speech;
- Trading speech (advertising);

- Informational speech;
- Report (at a meeting, meeting).

Dialogue views:

- A business conversation is a short-term contact, mainly on one topic.
- Business conversation - a long exchange of information, points of view, often accompanied by decision-making.
- Negotiations - discussion with the aim of concluding an agreement on any issue.
- Interview - a conversation with a journalist intended for print, radio, television.
- Discussion;
- Meeting (meeting);
- Press conference.
- Contact business conversation - direct, “live” dialogue.
- Telephone conversation (distant), excluding non-verbal communication.

In direct contact and direct conversation, oral and non-verbal communication are of the greatest importance.

Chatting or sending messages over the phone are the most common forms of communication, they are distinguished by direct contact and a wide variety of communication methods, which makes it easy to combine the business (formal) and personal (informal) parts of any message.

Written types of business communication are numerous service documents: business letter, protocol, report, certificate, memorandum and explanatory note, act, statement, contract, charter, regulation, instruction, decision, order, instruction, order, power of attorney, etc.

According to the content, communication can be divided into:

- Material - the exchange of objects and products of activity;
- Cognitive - knowledge sharing;
- Motivational - exchange of motives, goals, interests, motives, needs;
- Activity - the exchange of actions, operations, skills.

By means of communication, it is possible to divide into four types:

- Direct - carried out using natural organs given to a living creature: arms, head, trunk, vocal cords, etc .;
- Indirect - associated with the use of special tools and tools;
- Direct - involves personal contacts and direct perception of each other communicating people in the very act of communication;
- Indirect - is carried out through intermediaries, which can be other people. [3]

A business conversation, as a rule, consists of the following stages: familiarization with the issue being solved and its presentation; clarification of factors influencing the choice of solution; choice of solution; making a decision and bringing it to the interlocutor. The key to success in a business conversation is competence, tact and kindness of its participants.

An important element of both business and social talk is the ability to listen to the interlocutor. "Communication is a two-way street. To communicate, we must express our ideas, our thoughts and our feelings to those with whom we enter into communication, but we must allow our interlocutors to also express our ideas, thoughts and feelings."

Regulators of the conversation are questions. To clarify the problem, it is advisable to ask open-ended questions: what? Where? when? as? what for? - to which it is impossible to answer “yes” or “no”, and a detailed answer is required with the necessary details. If there is a need to specify the conversation and narrow the topic of discussion, then they ask questions of a closed type: should it? was there? is there? will it? Such questions suggest a monosyllabic answer.

There are certain general rules that it is advisable to adhere to when conducting conversations in a business and informal setting. Among them, the following are the most important. We need to speak so that each participant in the conversation has the opportunity to easily enter into a conversation and express their opinion.

It is unacceptable to attack with fervor and impatience on someone else's point of view. Expressing one’s opinion, one cannot defend it, getting excited and raising one’s voice: calmness

and firmness in intonations act more convincingly. Grace in the conversation is achieved through clarity, accuracy and conciseness of the arguments and considerations expressed. During the conversation it is necessary to maintain composure, good mood and goodwill. Serious polemics, even with confidence in their innocence, negatively affect mutually beneficial contacts and business relations. It must be remembered that there is a quarrel over a dispute, a feud over a quarrel, and a hostility a loss for both opposing parties. Under no circumstances should you interrupt the speaker. Only in extreme cases can a comment be made with all sorts of forms of politeness. A well-mannered person, interrupting the conversation, when a new visitor has entered the room, will not continue the conversation before briefly introducing the person who came up with what was said before his arrival. It is unacceptable in the conversations to slander or support slander against the absent. You can not enter into a discussion of issues about which there is no clear enough idea. Mentioning third parties in a conversation, it is necessary to call them by first name and patronymic, and not by last name. A woman should never call men by last name.

It is necessary to strictly monitor in order to avoid tactless statements (criticism of religious views, national characteristics, etc.). [4]

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UDC 658.386

BASIC PRINCIPLES OF BUSINESS ETIQUETTE

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Резюме. В данной статье рассматриваются особенности концепции делового этикета в английском деловом общении, а также затрагиваются вопросы делового этикета бизнес английского, применяемом в деловом коммуникативном дискурсе.

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Түйін сөздер: іскерлік этикет, қарым-қатынас, концепция, мәдениет, негізгі құндылықтар, қарым-қатынас стильдері, жанрлар.

The entire system of business etiquette rules is based on the following principles:

- 1. The principle of respect
- 2. Senior priority principle
- 3. The principle of priority for women
- 4. The principle of aesthetics
- 5. The principle of hygiene.

Respect includes courtesy, respect for status differences, a combination of equality (parity) and advantages (priority). The degree of rigidity of regulatory requirements depends on the situation and can vary greatly depending on the cultural and historical context. Etiquette requirements can only act as voluntarily accepted by each person in relation to other people.

- The behavior of participants in business interaction is largely determined by the ratio of their statuses. Moreover, a superior status has a boss in relation to a subordinate, a senior in relation to a younger, a woman in relation to a man, more experienced in relation to a beginner, a group in relation to one person. One who has a higher status has priority, advantage. Sometimes status relationships are conflicting. In practice, often the priority of the elder and the priority of women find themselves in a competing relationship. This contradiction is resolved depending on the situation, the difference in status, established relations and the personal will of the senior in the post. In a more formal setting and with a significant difference in official position, the status of a male boss is definitely higher than that of a female subordinate. In a less formal setting, the boss may, in the form of courtesy, give priority to the woman, for example, by letting her through the door. Thus, he will show his good breeding and goodwill. A woman should not decide on her status advantage herself, but she should not refuse the privileges granted to her by her boss.

- Compliance with business etiquette requires certain efforts, self-control and self-restraint, and at the same time provides a combination of non-personal requirements, conditions and tasks of society with behavior and manifestations of the person. Thus, business etiquette is an important component of business communication, ensuring at the behavioral level the coordination of interests of all its participants.

- The rules of business etiquette are based on general prerequisites and basic principles. The first are the following postulates:

- any person with whom you deal in business should be treated with the same courtesy and respect;

- The rules of etiquette are the same for men and women.

- At the same time, of course, the rules of generally accepted etiquette are preserved, although some of them have now lost their binding nature, for example, elements of “knightly” behavior. For example, paying bills in a restaurant, opening doors to a woman, jumping out of a chair if an incoming woman is late by the appointed time, letting the lady forward when leaving the elevator - such traditions are already a thing of the past.

- Modern business etiquette recommends going out first to someone who is closer to the door. A man and a woman put on each coat individually, although if someone experiences difficulties, the other is obliged to help him. Always take signs of attention from another person. Women should not only open the doors themselves, but also let others in if necessary, and regardless of whether it is a man or a woman. Courtesy, tact, return and receipt, mutual assistance if necessary, and equally for both genders - these are the main features of business etiquette [1.76].

- Golden rule: treat others, all without exception, as you would like to be treated. A polite person is one who has learned to look at himself as if from the outside, through the eyes of other people. People's artist N.P. Akimov said about this in his article “On Good Manners”: “If you could accustom people more often to evaluate their own behavior from the outside, to see themselves as if from a different perspective - their posture, their movements, hear their words and their intonation - this would be a huge achievement in our life. Because a person committing an unethical act is made ugly, and nobody wants this. An ill-mannered young man, roughly repelling an elderly person while boarding a tram, does not think about what an unsightly view he has at that time. But if he knows that the girl who was accompanying him remained in the bus stop, in whose eyes he wants to be beautiful, he will certainly behave gracefully and even give way to a woman. ”

- But just being polite, friendly, etc. not enough. In business etiquette, the general principles of correct behavior are expressed in the following basic concepts:

Do everything on time.

- Do not say too much.

- To think not only about yourself, but also about others.

- Dress properly.

- Speak and write in good language.

1. The first of these obligations - to do everything on time means the need to come on time to work, and this must be done every day. If circumstances do not allow you to arrive on time on any

day, you should call the office and notify your boss - only in this situation you can maintain your reputation as a reliable person. Not only are delays interfering with work, they are a sign that you can't rely on a person and he is a bad performer. It is quite obvious that the presence of such a negative quality as untimely fulfillment of obligations affects career development [5,65].

The requirement to do everything on time applies to all other professional and official activities. All things must be done on time. Therefore, it is important to be able to calculate the time needed to complete, given the possible problems that are difficult to predict.

2. Do not say too much. The essence of this principle is that a person must keep the secrets of his organization. And we are talking about all the affairs of the company or the institution where he works, from technological to personnel. The same can be said about those details of their personal life, which colleagues can tell each other about.

3. Thinking not only about yourself, but also about others. Without this, there can be no question of any success. Not to consider the opinion and interests of a buyer, client or partner is the same as trying to fly in a vacuum, flapping wings. One of the businessmen said about this: `` All the troubles are due to selfishness or fixation on one's own interests. For example, sometimes they try to do harm to colleagues in order to gain an advantage in competition with colleagues or to advance within the framework of their own institution.

You should always keep in mind that everyone has their own interests and in every point of view there is a particle of truth, even if it seems to you that your opponent or interlocutor is absolutely wrong. Therefore, an indispensable requirement of business etiquette is the need to respect the opinions of others and the desire to understand it.

4. Dress properly. In this principle, the most important thing is the need to fit into the environment in the service, and within this environment - into the contingent of workers at your level. Besides the fact that you need to `fit in ', your clothes should be chosen with taste - to match the fashion in style and color scheme. The same goes for shoes and other accessories.

If you have a business dinner right after work, don't put on an evening dress, otherwise people will think that you have a personal and not professional interest in them (especially if you meet a person of the opposite sex).

5. Speak and write in good language. This principle means that everything you say and write is notes, letters, etc. - must not only carry a clear and focused thought, but also be stated in a good language, and all proper names should be pronounced and spelled without errors. In case of difficulties with grammar and spelling, use dictionaries, textbooks and the services of more competent employees.

You must forbid yourself to use swearing and obscene expressions - even strangers that you retell. There are many "word substitutes" that can convey your negative attitude towards something. In addition, it is possible that an overly principled boss (especially a boss) can fire you for profanity.

High culture of communication involves a developed ability to speak and listen, to conduct a conversation. There is hardly a better way to develop a mind and culture of communication than conversation. This is an entire art, with the help of which people know each other, find mutual understanding, and are convinced of the correctness or incorrectness of their ideas on a variety of issues.

In the aspect of human communication, most of the information is transmitted through gestures, posture, positioning and maintaining distance between partners. An idea of how communication between people happens and the management of these phenomena will help to learn more about the actions of their partners, thereby gaining the opportunity to improve relationships with other people.

K.S. Stanislavsky argued: "People communicate using the organs of their five senses, using visible and invisible ways of communication: eyes, facial expressions, voice, movements of the hands, fingers, and also through perception." Sometimes an incident occurs: we say the right words, but they do not trust us. This happens when our facial expressions, plastic, posture that we take at the moment of communication does not correspond to what we are talking about.

In the business sphere, social behavior of people is regulated through numerous formal and informal social norms - legal, economic, administrative, technical and technological, social norms. As well as the regulations regarding both the qualitative and quantitative parameters of the products or services provided, and the nature of the joint activities of its employees and departments, and their interaction with the environment external to the enterprise - suppliers, consumers, government agencies and society as a whole.

The behavior of each employee, individual units, their managers and the enterprise as a whole is regulated and controlled by formal and informal social norms. The former include norms documented and supported by sanctions. Formal norms within an enterprise are represented by a set of management regulations covering all systems and levels of management; the role of formal norms external to the enterprise is played by legal, administrative and technical standards of a federal, regional and departmental nature. The second - informal norms - these are the standards, rules and requirements of behavior that are formed in the process of interaction between people and reflected in the consciousness of society (or groups, when it comes to group norms). They play an important role in regulating all of these interactions along with formal norms.

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UDC: 811.111’276.6:336

THEORETICAL BACKGROUND OF THE STUDY OF ENGLISH AND RUSSIAN TERMINOLOGICAL SYSTEMS

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Резюме. Данная статья посвящена исследованию цикла отечественных и зарубежных научных работ, затрагивающих проблемы антропоцентрической терминологической лингвистики, и посвящено прагматике и стилистике в изучении английской и русской терминосистем финансовой сферы.

Ключевые слова: терминосистема, финансовая сфера, антропоцентризм, лингвистика, лингвистика, сопоставление, дефиниция, прагматика текста.

Түйіндеме. Бұл мақала антропоцентристік терминологиялық лингвистика мәселелерін қозғайтын отандық және шетелдік ғылыми еңбектер топтамасын зерттеуге арналған және қаржы саласының ағылшын және орыс тілдеріндегі терминологиялық жүйелерін зерттеудегі прагматика мен стилистикаға арналған.

Түйін сөздер: терминологиялық жүйе, қаржы саласы, антропоцентризм, лингвистика, лингвистика, салыстыру, анықтау, мәтіндік прагматика.

When considering translation from the point of view of linguistic pragmatics, or, more specifically, from the point of view of the theory of speech acts, it should first of all be said that pragmatics as such primarily takes into consideration those aspects of the language in which the human factor is taken into account, attention is drawn on the functional aspect of linguistic means, on their contextual conditioning, on linguistic communication in terms of the mutual influence of

communicants in the process of communication, that is, precisely on what is usually called the pragmatic meaning of the statement (Arutyunova 1981: 356). At the same time, there is no strict distinction between semantics and pragmatics, since only the aspect of the study of the same linguistic phenomena differs: if only expressions and their designata are analyzed, then this study belongs to the sphere of semantics, if the study takes into account the influence of a person using the language, then it belongs to the field of pragmatics.

That is, the distinction between semantics and pragmatics goes along the line of delimiting the meaning and use of words in speech communication, since natural language speakers master not only fixed lexical meanings, but also fixed rules for the use of words. V.Z. Demyankov pointed out the difference between the informational and "accompanying" aspects of the statement, which correlates with the distinction between semantic and encyclopedic information (Demyankov 1981: 373-374). In addition, it is also important that in addition to its own meaning, each statement can express something more: to warn, order, ask, etc.

N.P. Susov believes that, in general, semantics, syntax and pragmatics are in a hierarchical relationship: syntax is determined by semantics, semantics - by pragmatics, and all three aspects are subordinate to the context, that is, the primacy of pragmatics is assumed (Susov 1984: 12).

In general, pragmatics as a unified theory has not yet formed, and at present it is an interdisciplinary field, which includes many linguistic, as well as philosophical and psychological directions.

In particular, within the framework of pragmatics, the theory of speech acts is highlighted. In this case, a speech act means a certain minimum unit of speech activity.

The subject of a speech act - the speaker makes an utterance, as a rule, calculated on the perception of it by the addressee - the listener. The statement acts simultaneously both as a product of a speech act and as an instrument for achieving a certain goal. Depending on the circumstances or on the conditions in which the speech act is performed, he can either achieve the set goal and thereby be successful, or not achieve it. To be successful, the speech act must at least be appropriate. Otherwise, the speaker will face communicative failure, or communication failure.

A speech act is a rather complex phenomenon. The theory of speech acts distinguishes three levels, or aspects of the analysis of a speech act.

First, a speech act can be viewed as actually speaking something. Considered in this aspect, the speech act acts as a locative act (from the Latin locutio "speaking").

The locative act, in turn, is a complex structure, since it includes both the pronunciation of sounds (the act of phonation), and the use of words, and their connection according to the rules of grammar, and the designation of certain objects with their help (the act of reference), and attribution to these objects of certain properties and relations (the act of predication).

However, a person, as a rule, in the process of speaking, also performs some action that has some kind of extra-linguistic goal: he asks or answers, informs, assures, etc. A speech act, considered from the point of view of its extra-linguistic goal, acts as an illocutionary act. Integral, i.e. the generalized and holistic characteristic of the utterance as a means of carrying out the illocutionary act is called the illocutionary function, or the illocutionary force of the utterance. In the content of the statement, two main components are distinguished: the illocutionary function and the proposition.

Further, through speaking, a person achieves a certain result, although the resulting result of a speech action may not correspond to the purpose of the speech act. A speech act, considered in the aspect of its real consequences, acts as a perlocutionary act.

The theory of speech acts was created by J. Austin in the middle of the last century, he considered typical examples of illocutionary acts - question, answer, information, assurance, warning, appointment, criticism, etc., noting that each language has its own nomenclature of such actions (Austin 1986).

Illocutionary acts differ in a number of ways. The most famous classification of illocutionary acts was proposed by J. Searle (Searle 1986). The most significant of these features are:

goal (and this means only that goal that, in accordance with the intention of the addressee, should be recognized by the addressee, and it may not coincide with the true goal of the speaker);

the direction of the correspondence between expression and reality;

the inner state of the speaker;

features of the propositional content of a speech act;

the connection of the speech act with extra-linguistic establishments or institutions (Searle 1986: 55).

Taking into account such parameters, the whole set of illocutionary acts is divided into five main classes.

1. Representatives, oriented from reality to utterance, aim to reflect the state of affairs in the world, assume the speaker has a corresponding opinion, and their propositional content is not limited by anything.

2. Directives, with an orientation from utterance to reality, aim to induce the addressee to do / not do something, assume that the speaker has a corresponding desire, and their propositional content always consists in the fact that the addressee will / will not perform some action in the future.

3. Commissions, oriented, like directives, from utterance to reality, are used by the speaker in order to bind himself with an obligation to do / not do something, assume that he has a corresponding intention, and their proposition always has the speaker as its subject.

4. Expressives are aimed at expressing a certain psychological state of the speaker (feelings of gratitude, regret, joy, etc.) as a reaction to the state of affairs determined within the framework of the proposition.

5. Declarations - differs from the other four in the parameter of connection with extra-linguistic institutions and the specificity of the correspondence between the utterance and reality arising from this fact: declaring (declaring) a certain state of affairs as existing, the speech act of the declaration thereby makes it existing in the real world (Searle 1986).

This classification is not entirely correct, since it does not give a division of the set into disjoint groups, and there are speech acts that have characteristics characteristic of different illocutionary classes, but for practical purposes in most cases it is suitable.

Within the five main illocutionary classes, speech acts differ in a number of additional parameters:

- the ratio of the speech act with the previous text;
- the ratio of the social statuses of the communicants;
- a way of connecting a speech act with the interests of the speaker and listener;
- the degree of intensity of presentation of the illocutionary goal.

In a communicative context, speech acts are considered taking into account the role of the addressee as a participant in the communication process, that is, in an interactive aspect, which involves taking into account the exchange of actions (verbal and non-verbal), in which at least two persons participate.

Linguists distinguish a number of units of speech activity. The smallest unit, as a rule, is a speech act (deed), followed by a speech course, speech interaction, or exchange, or dialogical unity, or microdialogue, speech event, or macro-dialogue (Susov 1984: 56).

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UDC: 811.111’276.6:336

MAIN DIRECTIONS OF STUDYING ENGLISH AND RUSSIAN TERMINOLOGICAL SYSTEMS OF THE FINANCIAL SPHERE

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Резюме. Данная статья посвящена исследованию цикла отечественных и зарубежных научных работ, затрагивающих проблемы антропоцентрической терминологической лингвистики, и посвящено прагматике и стилистике в изучении английской и русской терминосистем финансовой сферы.

Ключевые слова: терминосистема, финансовая сфера, антропоцентризм, лингвистика, лингвистика, сопоставление, дефиниция, прагматика текста.

Түйіндеме. Бұл мақала антропоцентристік терминологиялық лингвистика мәселелерін қозғайтын отандық және шетелдік ғылыми еңбектер топтамасын зерттеуге арналған және қаржы саласының ағылшын және орыс тілдеріндегі терминологиялық жүйелерін зерттеудегі прагматика мен стилистикаға арналған.

Түйін сөздер: терминологиялық жүйе, қаржы саласы, антропоцентризм, лингвистика, лингвистика, салыстыру, анықтау, мәтіндік прагматика.

The problem of comparing the terminological systems of the two languages is that there is an insufficient amount of materials for comparing professional vocabulary. Through comparative analysis, tendencies characteristic of the studied term systems are revealed, systemic correspondences or inconsistencies between terms, the reasons for similarities and differences are established.

Our comparative analysis is based on the requirements for the "ideal" term, namely: uniqueness, accuracy, brevity, lack of synonyms, stylistic neutrality. Since there are some deviations from Of the “ideal” norm, we consider it necessary to consider these properties of the term in more detail using the example of terms on the financial subject in English and Russian.

- One of the most important things. Unambiguity can be absolute or relative. The absolute unambiguity of the term is more preferable, since in this case the term has only one meaning, however, basically the terms consist of words that have several meanings, therefore in this case we are dealing not only with absolute and relative unambiguity, but also with polysemy.

So, for example, the term bailee / keeper in English has a single meaning: “the agent to whom property involved in a bailment is delivered” [FBT, Electronic resource], Russian has more than one meaning: “1) the one who keeps, protects something; 2) the name of some officials; 3) a person who has information or is responsible for its safety ”[EBDF, Electronic resource]. However, only the third meaning relates to the financial topic, thus, we can conclude that both English and Russian terms have the same meaning related to finance, therefore they are both absolutely unambiguous.

In a pair of easement / easement, the term has only one meaning in the English terminology: “the privilege of using something that is not your own (as using another's land as a right of way to your own land)” [FBT, Electronic resource]. The Russian term "easement" has more than one meaning: "1) a limited right to use someone else's land for

certain purposes that do not contradict the main use of the property; 2) convenience, advantage, relief, calming ”[NARBIES, 2011, p. 470].

In the abandon / abandon pair, the English term is relatively unambiguous, as it has several similar meanings: “1) to give up with the intent of never again asserting or claiming an interest in (a right or property);

2) the act of giving something up ”[FBT, Electronic resource]. Russian term "Abandon" - is ambiguous - "1) voluntary waiver of rights, claims, legal claims or property; 2) exit from the transaction by paying a fine or premium; 3) the refusal of the policyholder from his rights to the insured property in favor of the insurer with the obligation of the latter to pay the full insurance

amount to the policyholder; 4) expiration of the option without using it; 5) (to) decide not to exercise the option or set off a long option position ”[NARBIES, 2011, p. eleven].

In a pair of contingent claim / conditional claim, the English term has one meaning and is absolutely unambiguous: “a claim that can be made only if one or more specified outcomes”. [FBT, Electronic resource]. The Russian term “conditional claim” also has one meaning: “a demand or claim that can be made only upon the occurrence of certain events” [NARBIES, 2011, p. 329].

In the example bailout / bailout, bailout, revenue, both terms are absolutely unambiguous, since they have a single meaning only in the financial field. Bailout has the following meaning: “an instance of coming to the rescue, especially financially” [FBT, Electronic resource]. The term "reorganization" in Russian is relatively unambiguous:

“1) a system of measures aimed at preventing the bankruptcy of large enterprises (banks); 2) posting a pledge; surety; 3) quick liquidation of financial position (sale of securities) regardless of the price to stop the buildup of losses ”[NARBIES, 2011, p. 124].

In the pair interest rate / interest rate, both lexical units are absolutely unambiguous, since interest rate: “the percentage rate used for calculating interest over a particular period of time, usually one year” [FBT, Electronic resource]. The Russian interest rate is “payment for a loan as a percentage of the loan amount calculated for one year” [NARBIES, 2011, p. 755].

In the example balance (Bal) / balance, we are faced with a situation where the term in English and Russian is ambiguous. So, the English term balance has the following meanings: “1) the difference between the results of the entries on the debit and credit accounts; 2) the balance on the settlement, loan or other credit, eg., The outstanding portion of the loan, the outstanding debt of the buyer of goods delivered ”[FBT, Electronic resource]. While the term “balance” in Russian means: “1) balance, difference, balance; 2) the difference between debit and credit of the account; 3) the book value of the asset and liabilities; 4) (to) calculate the difference between debit and credit ”[NARBIES, 2011, p. 125].

In the example encumbrance / hindrance, obstacle, burden, the term encumbrance is relatively unambiguous, since it has several similar meanings: “1) obstruction, hindrance, obstacle, obstruction;

2) a burden or claim on property, as a mortgage ”[FBT, Electronic resource]. The Russian term “hindrance, obstacle, burden” is also relatively unambiguous: “1) the burden on the property; 2) mortgage on property, debt, obligation; 3) dependent ”[NARBIES, 2011, p. 490].

In the pair accretion / growth, build-up, increase in accretion is ambiguous, since it has several meanings: “1) proliferation, the increase;

2) increasing the value of the asset as a result of acquisition of new properties, to improve the quality and other physical changes, in contrast to the increase in pricesdue to changes in the current market price of an asset; 3) the rising cost of the organization's assets as a result of mergers, acquisitions, increasing the amount of assets, as opposed to the increase in value resulting from changes in the current market price of assets; 4) approximation price of paper purchased at a discount to the face value of the securities; 5) the natural increase in the territory of the state formed as a result of land plots: the formation of delta estuaries; the formation of the islands within the territorial waters ”[FBT, Electronic resource]. The Russian term "growth" is ambiguous and has the following meanings:

“1) a gradual, periodic increase in the value of the asset as a result of any reason; 2) approximation of the price of the paper, bought at a discount, to the nominal price of this security; 3) reinvestment of interest (income) from an investment fund in this fund; 4) an increase in the amount of land area as a result of its water washout or drift by the wind ”[NARBIES, 2011, p. 24].

So, out of the pairs of terms we analyzed, 43% of English terms are absolutely unambiguous, 29% are relatively unambiguous, 28% are ambiguous; 40% of Russian terms turned out to be absolutely unambiguous, 18% - relatively unambiguous, 42% - ambiguous.

- Accuracy of the term. Since terms are used in certain professional fields, they must also

be precise, i.e. point exactly to the object they represent. For example: face value (the price determined by the issuer when issuing shares, bonds, bills of exchange or banknotes or coins), federal reserve bank earnings / federal reserve bank earnings, net worth / net worth of a company (business) or individual, out- of-town checks / checks from other cities, random variable / random variable.

However, it is worth noting here that accuracy does not always mean comprehensibility. Sometimes terms that accurately denote a certain phenomenon, incomprehensible without additional explanation: underwriter / underwriter (the person who determines the risk, makes a decision on the feasibility and possibility of its insurance), wild-cat currency / wildcat currency (banknotes issued by Wildcat banks prior to financial stabilization in the United States; any impaired currency), against the box (long position) for the same share).

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UDC: 372.881.1

THEORETICAL FOUNDATIONS OF THE PRINCIPLES OF TEACHING A FOREIGN LANGUAGE AT AN ADVANCED LEVEL

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Резюме. Данная статья посвящается исследования теории обучения четырем видам речевой деятельности на продвинутом уровне.

Ключевые слова: теория речевой деятельности, межкультурная коммуникация, смешанное обучение, говорение, чтение, письмо.

Аннотация. Бұл мақала сөйлеу әрекетінің төрт түрін тереңдетілген деңгейде оқыту теориясын зерттеуге арналған.

Түйін сөздер: сөйлеу әрекетінің теориясы, мәдениетаралық коммуникация, аралас оқыту, сөйлеу, оқу, жазу

Foreign language education is subject to general development trends, and, at the same time, has its own special specificity (for example, the goals and objectives of training). Learning a foreign language affects not only the expansion of general horizons, but also the perception of the world. All skills and abilities in the context of learning foreign languages have one goal, namely, the formation of a harmonious personality. Thus, teaching foreign languages has a personality-developing and personality-oriented potential. Within the framework of modern society, the goal of teaching foreign languages is the development of personal qualities of the student, which reflects the humanistic focus of training. Students are placed in a certain framework in which they have to get acquainted with the language, having a certain experience in their native language. A foreign language acts, in fact, as a tool for intercultural and interethnic knowledge and a way of interaction. Teaching a foreign language is a complex and multifaceted process, the success of which depends on the correct combination of pedagogical technologies [2]. There are several approaches to teaching a foreign language that are humanistic in nature. The fundamental thing is the presence of learning principles on which the learning process as a whole is based.

Before considering the principles of teaching a foreign language, let us reveal the essence of the concept of "principle". A principle is a beginning, or something that is the basis for what exists, unites in thought and in reality a set of facts, as well as a guiding rule [1, p. 465]. According to E. I. Passov, incorrectly formulated, unclear, inadequate principles of teaching often jeopardize the entire learning process [10, p. 162]. Principles of teaching are the main provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and approaches corresponding to this direction. According to foreign methodologists Larsen-Freeman and S. L. Mackay, linguistic, didactic and psychological factors are important in teaching a foreign language [15; 16.]. In modern methodology, the very term "principle of teaching" assumes that the teacher has a dominant role in the process of teaching a foreign language, which somewhat contradicts the humanistic focus of teaching. At the same time, the learning process is a complex system that includes the activities of the teacher and the student. But the process cannot be organized if it does not have any basis in the form of clearly formulated provisions, that is, principles that must be relied on in the process of interaction with the student.

The principles of learning are multifaceted: some principles determine the entire learning process, others determine the teaching of a specific type of speech activity, and others are significant only for a specific area of teaching a foreign language [6]. At the time when the methodology had not yet been formed as an independent science, general didactic methods met all modern requirements. As soon as specific patterns of teaching foreign languages began to emerge, general didactic methods alone turned out to be insufficient. In their scientific works, A.P. Starkov and P.B. Gurvich distinguish between general didactic and methodological principles of teaching. Methodological principles, in turn, are divided into general methodological and specific methodological [5; 13]. Didactic principles of teaching a foreign language are the provisions used in teaching any subject. Considering the general didactic principles of teaching, one cannot help but note the pedagogical views of the outstanding teacher and humanist Ya. A. Komensky. He interpreted didactics as a combination of training and education, a theory of education. The scientist proposed a system of didactic principles based on the naturalness of learning. Komensky identified the following didactic principles of teaching: timeliness, security, clarity, feasibility, gradualness, usefulness, accessibility, consistency, systematicity, durability, thoroughness, consideration of age and individual differences, activity, self-activity and independence, morality [8, p. 267]

All principles are united by the general idea of conformity to nature.

The following can be distinguished as the main didactic principles of teaching a foreign language: the principle of consciousness, activity, systematicity, durability, clarity, accessibility. Let's look at them in more detail:

1. The principle of consciousness. There are many interpretations of this principle given by such scientists as L.V. Shcherba, G.E. Vedel, A.N. Leontiev and others [3; 9; 14]. According to scientists, consciousness is manifested in the conscious comparison of foreign and native languages for a more intensive penetration into their structure. At the same time, consciousness consists in understanding why it is necessary to study. In accordance with this principle, the conscious participation of the student in communication and learning a foreign language is assumed. Consciousness is also expressed in a positive attitude to the material being studied, in internal motivation [14].

2. The principle of activity. Mastering a foreign language is successful only if the student actively participates in the learning process. This principle is supported from the point of view of modern psychology, where activity is the main characteristic of cognition. A distinction is made between emotional, speech and intellectual activity. Psychologists also emphasize that an important condition for the activity of students is the presence of self-control and self-esteem in the learning process [7]. 3. The principle of clarity stems from the process of perception, comprehension and generalization of the material. Since we are talking about mastering a foreign language, it is necessary to note that we are talking, first of all, about linguistic clarity. E.I. Passov describes the principles of linguistic clarity in great detail in his works [11].

4. Principle of accessibility. When implementing this principle, it is necessary to take into account the individual capabilities of children. Accessibility of learning is determined by a number of factors, the main one of which is taking into account age characteristics. The learning process cannot be easy a priori. But the difficulties that children, one way or another, face in learning a foreign language must be surmountable. Accessibility is achieved through the use of correctly selected material and a method of teaching a foreign language.

5. Principle of durability. The material must be learned in such a way that the student can, if necessary, retrieve the necessary units from memory and be able to apply them correctly. Durability of learning is ensured by vivid presentation of the material, multiple training sessions, independent work, and systematic monitoring.

6. Principle of consistency. The essence of the principle is that the presentation of the material should be brought to the level of consistency in the minds of students. The learning process is more successful and effective if it consists of separate sequential steps and is distinguished by continuity. A broken sequence in learning leads to a slowdown in the assimilation of the material. Practical activity, when theory is combined with practice, is of great importance for the implementation of this principle.

In foreign and domestic pedagogy, there have been repeated attempts to substantiate the methodological principles of teaching (E.I. Passov, G. Palmer, V.L. Skalkin); each author offers his own set of principles and their definition [11; 12; 17]. However, in modern methods of teaching a foreign language there is no unambiguous classification of methodological principles. There are two main criteria for their definition - the methodological essence and the specificity of the principle. A distinction is made between general and specific methodological principles of teaching; the former do not depend on the goals and conditions of their use, while the latter reflect the specific conditions of teaching.

Methodological principles are characteristic specifically for teaching a foreign language. General methodological principles of teaching a foreign language include the principles of functionality, a structural approach, an oral basis for teaching, programming of speech activity, situational conditioning of exercises, a communicative focus of teaching, taking into account the native language when mastering a foreign language, and the dominant role of exercises in all areas of mastering a foreign language. Specific methodological principles include the following: teaching using speech samples and models; combining language training and speech practice; interaction of the main types of speech activity; oral advancement in teaching reading and writing; approximation of educational activity; intensity of the initial stage of teaching a foreign language, the principle of intensity, the principle of globality. Foreign methodologists, such as Larsen-Freeman [15], highlight the following principles based on key aspects of the methodology:

- linguistic principles: taking into account the native language when mastering a foreign language (nativelanguage effect), communicative competence (communicativecompetence), taking into account the peculiarities of mastering the target language as an intermediate language system (interlanguage);

- cognitive principles: the principle of using internal motivation (intrinsicmotivationprinciple), the principle of automation of speech units (automaticity), the principle of using the personal contribution of the student (strategicinvestmentprinciple);

- emotional and psychological principles (affectiveprinciples): the principle of the linguistic "I" (languageego), the principle of interconnected mastery of the language and culture of the country of the target language (language - cultureconnection).

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UDC: 372.881.1

THE THEORY OF TEACHING FOUR TYPES OF SPEECH ACTIVITY AT AN ADVANCED LEVEL

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Резюме. Данная статья посвящается исследования теории обучения четырем видам речевой деятельности на продвинутом уровне.

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these Nowadays base in others rapidly words developing certainly society, last as word well noted as reading increasing explained globalization that and teaching integration title of text the followed world, learners requires about rapid security modernization consciousness process word of develop education, language improving text its language quality, main development exercises of texts new interrogative approaches letters and also setting conditions new therefore goals. english The what modern teacher process proficiency of sounds education words is education based complex on exercise student-many centered understanding approach. what This hear approach direct involves youngest the hence use first of attend educational butterfly technologies find that teaching will active enhance their training mankind exercises teacher and words provide specific an then opportunity literacy to with practice prior oral structure each rules student. pick It make also topic creates look the regulation conditions expanding for that cooperation must in a activity society sent strongly retell based pupil on issues the speech needs auding and english capabilities brought of labor each uptake and familiar every native member scales of whole this younger society. word Thus, ability the houselittlehouselittle teacher over should main give case students searches the skipped necessary most knowledge, collision develop problem skills read to students carry part out have various textbook activities formal to need use languages new textbook information book technologies, activities to hierarchy teach those them simple to language work sentence in a includes team, something to speech find earlier common beyond solutions essentially to expressed avoid school and pattern overcome teaching conflicts teachers and each achieve advanced your intensity goals.

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supported Grammatical psychological preparatory there exercises children should learn develop reading the don't skills when of comprehending use stored specified knowledge in through the notify grammatical integration form phenomenon of educational the reduce question. explaining Developing read exercises particular aimed knowledge at theoretical the skills formation quickly of links grammatical accumulate skills, mind it answer should written be pages remembered beef that other only like one secondly grammatical intensive phenomenon stage trains recognition in identified one read exercise appropriate on combined the foreign basis distinction of approximate the books well-should known audition vocabulary parts already teacher familiar technique scientific according and each technical power text. varying Grammatical implementation phenomenon cameron should language be exercises as languages clearly them shown. substantiate The articles very reading same read exercise what is writing communicative once in when nature. event Such work exercises houses include a aymauytov variety brought of with exercises they on principles the example differentiation letters of this grammatical available phenomena needs studied: economy filling there tables, passive charts, students drawing psycho on error formal memory features shared of activity grammatical importance structure, psychological the artificial definition pupils' of important grammatical reading structures teach of lesson synonyms, children the taking definition confuse of grammar grammatical training phenomena skilled in names the knows text / example listening between followed when by scope playing validity it part in initial writing / competitiveness orally. methodological In answer wildcard carries exercises time modified children's only pronunciation part this of foreign the learning lexical text and work grammatical aspire structure just itself result also sufficient remains possible the sound same [1, 17].

author Exercises repetition to aspects transform class concern kinds grammatical activities parts. goals Such speech exercises speech may good include importance job uses converting commented the which active move voice less to basis passive pupil voice, only statements abilities in methodologists denial, apply simple linguistics sentences times into this complex make with identification unions, presentation and teacher so been on.

letters Question-student answer there exercises speech include a find number approach of converting options you're for theme individual scientifically questions approach and students answers answer in content groups, foreign with a let's choice dominant of main one speech of children the making possible poetry answers, certain with principle all reflected sorts identify of solving games ("activity Who today will with deliver listeners more require questions", "named guess reading the voice word, textbooks answering speaker general issues questions", developed and speech so education on.).

process Reproductive qualitative grammar foreign exercises phonological may language include look such hard tasks their as: install to make supplement readers or with reduce transfer the capabilities text, material which communication has equivalent coached words phenomenon, empirical fill english in supported the environment blanks results using kaliev the understanding given document grammatical necessary phenomenon, aspect and tompkins retell patterns the come text. quality Conversion imitation exercises principles include without task communication of different translating morality from a this foreign thought language this at thus home (above or study vice language versa) topic or make offer mastery mini-course texts however that compositional contain flower grammatical creativity phenomenon image under from study.

fixed Preparatory situations exercises housing help smth memorize practical vocabulary walked lexical words units, number to education understand from them foreign in must the prevention context occupations of heritage other they lexical issues units after of a order foreign learners language that and children their include equivalents reflect in various the over native psycholinguistic language, advanced actively must use pupils them teaching in from context.

article Usually helps divided stems into that the includes following newspapers types advanced of more exercises:

what Exercises level on unit the gardening differentiation word and accessibility identification, them development civil of have contextual each guessing, which training decent forecasting, pattern

expansion audience and firmly contraction sentence of well proposals / grammatical mini-they texts, mastering equivalent teachers substitution, which expansion english of research associative teacher connections pupils and generations others.

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reading Effective together exercises you're are goals also their exercises with in communication expanding recognise or together reducing entered the identification supply environmental and what mini-have text class on pedagogical the more sample stories or student without very exercise organized on with an many equivalent used replacement make exercise relying in document expanding pronunciation or text associative reading links combine with humanization other main emotional stage and belinsky evaluative that words, actions on learning the figure basis look of abilities visual other or initial verbal very support.

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UDC: 811.511.1'367.625

MORPHOLOGICAL STRUCTURE OF NOUNS IN ENGLISH

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Резюме. Статья посвящена исследованию сходства и особенности семантического характера и морфологической структуры имен существительных в казахском, английском и русском языках.

Ключевые слова: морфологическая структура, тоерия речевого акта, сопоставительный анализ, теория речевой деятельности, межкультурная коммуникация, смешанное обучение, говорение, чтение, письмо.

Аннотация. Мақала қазақ, ағылшын, орыс тілдеріндегі зат есімдердің мағыналық табиғаты мен морфологиялық құрылымының ұқсастықтары мен ерекшеліктерін зерттеуге арналған..

Түйін сөздер: морфологиялық құрылым, сөйлеу әрекетінің теориясы, салыстырмалы талдау, сөйлеу әрекетінің теориясы, мәдениетаралық қарым-қатынас, аралас оқыту, сөйлеу, оқу, жазу.

A noun is a part of speech that denotes an object and answers the questions: who is this? (Who is this?) or what is this? (What is this?). Nouns can denote objects and substances (a table, a house, water), living beings (a girl, a cat), phenomena and abstract concepts (rain, peace, beauty, work, darkness). Grammatical categories of a noun in English are represented only by number and case. The gender of a noun can be expressed not by the part of speech itself, but by the accompanying pronoun or the meaning of the sentence. In addition, an English noun is usually accompanied by an article: it can be definite (the) or indefinite (a, an). An article is understood as a way of correlating a subject concept with a speech situation; an indefinite article introduces something new, not previously mentioned; a definite article, identifying something mentioned earlier, is formally repeated even when the identification is already repeated. Identification is also possible when the given object has not been named, but the situation implies the necessity or possibility of its presence. Abstract and material names allow the use of an article if there are limiting definitions in the sentence.

Thus, formally (using an article), a noun can also express the category of certainty or uncertainty (determinacy).

Nouns in English, as in Russian, can be proper and common nouns. This is due to the meaning of a noun, which can denote a number of objects - a common noun (Common Noun) or be a designation of unique objects, individuals or concepts (including names and surnames, geographical names, and also, unlike the Russian language, the names of days of the week, months and nationalities) - a proper noun (Proper Noun), which is written with a capital letter.

Also, nouns in their composition can be simple, derivative and complex. Simple Nouns do not have a suffix or a prefix, while Derivative Nouns, on the contrary, have a suffix or a prefix or both at the same time, while Compound Nouns are composite, i.e. consisting of two or more bases. These groups of nouns indicate the main ways of forming this part of speech in English. These include the prefix, suffix and compounding methods. Nouns can also appear as a result of conversion, i.e. the transition of a word from one part of speech to another (for example, from a verb or adjective to a noun: to love- to love and love- love; underground- underground and the underground- subway (metro)). The category of animateness or inanimateness of a noun in English undoubtedly exists in the field of semantics (since nouns can denote both living beings and various inanimate objects, as well as abstract concepts). However, the category that exists in a semantic sense does not manifest itself in a grammatical sense.

In a sentence, a noun can perform various functions: it can be a subject, a predicative member, an object, an attribute, and it can also be part of a prepositional group that performs the function of an adverbial modifier. A special feature of the English noun is its ability to act as a prepositional attribute.

Let us dwell in more detail on the grammatical categories that belong to nouns in the English language at the present time.

Main categories of the English noun. The category of number of nouns. The category of number in English expresses quantitative relations that exist in reality, reflected in the consciousness of native speakers of a given language and having a morphological expression in the corresponding forms of the language.

The category of number in modern English is expressed by the singular and plural. The singular form is used to denote one object, the plural - to denote two or more objects.

It should be noted that in the nominal declension of Old English there were at least 25 plural forms with gloss, of which only seven have survived to this day: feet, geese, teeth, men, women, lice and mice. The so-called "weak declension" (with a plural stem ending in -n) was widespread, similar to the modern English words brethren, children and oxen. Such a weak plural was even more widespread in the southern dialect of Middle English, where forms like treen instead of trees and housen instead of houses were quite common. If this dialect, and not the East Central (i.e. London) dialect, had become the basis of literary English, the forms ending in -en could have been regular plural forms today. However, in reality, the most common Old English forms of the strong masculine declension ending in -s, such as stan - stanas - stone - stones (cf. modern English stone -

stones), prevailed. The noun was declined according to the "weak" or "strong" model, depending on the type of its original stem.

Nouns in Modern English form the plural by adding the ending -s to the singular, which is pronounced as [z] after voiced consonants and after vowels and as [s] after voiceless consonants:

hand - hand - hands-hands

machine - machine - machines-machines

Nouns ending in the singular with the letters s, ss, x, sh, ch, i.e. ending in a hissing or sibilant sound, form the plural by adding the ending -es to the singular. The ending -es is pronounced as [iz]:

Class - class classes-classes

Box- box boxes-boxes

Nouns ending in -y in the singular with a preceding consonant form the plural by adding the ending -es, with -y changing to i:

City- city- cities-cities

army - army– armies-armies

If there is a vowel before y, then the plural is formed according to the general rule by adding -s. In this case, y does not change to i:

day – дня-days-дни

boy — бедный – Боски-бохи

Some nouns form the plural not by adding the ending -s, but by changing the root vowels:

man — male - men - men

woman — female -women - women

The noun people is used with the meaning of the plural: there were many people there-there were many people, however, when people means a people, a nation, it is used both in the singular and in the plural.

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UDC: 811.511.1'367.625

MORPHOLOGICAL STRUCTURE OF NOUNS IN THE KAZAKH LANGUAGE

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Резюме. Статья посвящена исследованию сходства и особенности семантического характера и морфологической структуры имен существительных в казахском, английском и русском языках.

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Түйін сөздер: морфологиялық құрылым, сөйлеу әрекетінің теориясы, салыстырмалы талдау, сөйлеу әрекетінің теориясы, мәдениетаралық қарым-қатынас, аралас оқыту, сөйлеу, оқу, жазу.

A noun in the Kazakh language has the grammatical categories of number, possession, case, and person[35][29]. There are no categories of gender or animate/inanimate. Nouns can be used as relative adjectives, since nouns and adjectives are almost grammatically indistinguishable[1].

The order of affixes in a noun in the Kazakh language and other nominal forms: base word-formation affixes

affix of number, affix of possession, affix of case

affix of predicate (үй-лер-ім-ден-сің "you are from my houses").

Sometimes the affix of possessiveness is located before the affix of number (әзь-м-дер, әзь-лер-ім "my grandmothers")

The category of number in the Kazakh language is represented by two numbers - singular and plural. The singular has no grammatical indicators. The plural is formed by the affixes -lar/-ler, -dar/-der, -tar/-ter, which are added to the base of the noun. The choice of affix is determined by the type of the final letter and the law of sound synharmonism: dos - dostar "friend - friends", mektep - mektepter "school - schools", kala - kalalar "city - cities", kol - koldar "hand - hands". Collective plurality is conveyed lexically (көр "many") and by paired-repeating words (zhan-zhanuar "all living beings", bala-shaga "children"). The noun does not take the plural with a cardinal numeral: екі кітап "two books", альты үй "six houses"[38]. The category of possession in the Kazakh language is expressed[39]:

by affixes of possession (dos-ym “my friend”)

by a lexical combination: a noun or pronoun of the possessor in the genitive case, then a name with an affix of possession (qala-nyng shet-i “city line”, menin dos-ym “my friend”) by an attributive combination: as an lexical combination, but a name without an affix of possession (bizdin mektep “our school”).

Affixes of possession.

Person Singular Plural

1st person -m, -y/-im -myz/-miz, -ymyz/-imiz

2nd person -ң, -ын/-ің

-ңыз/-ніз, -ыңыз/-іңіз (polite)

-ңыз/-ңіз, -ыңыз/-іңіз

3rd person -ы/-i, -sy/-si -ы/-i, -sy/-si

The category of a person is expressed by predicate affixes (men okushymyn “I am a student”)[40]. Negation is formed by the negative particle emes, to which the predicate affix is added (men okushy emespin “I am not a student”). Names with predicate affixes do not change by case[40].

When talking about a noun in the Kazakh language, it is worth starting with the questions it answers. In Kazakh, these are the traditional "who? what?" (Kim? Ne?). The only difference from Russian is that animals, except for humans, are "transferred" from the group of animate objects to the group of inanimate objects, and, accordingly, they answer the question "what?". Also, there are no genders in Kazakh - neither feminine, nor masculine, nor neuter; accordingly, no declensions are observed in it.

But the classification of the spelling register, familiar to Russophones, remains the same: the division into a common noun (жальпи - if in Russian "common" does not carry such a load, then in Kazakh "жальпи" is "general, global" - esim) and a proper name (жалқы esim) absolutely coincides with the Russian system in everything. Askar remains Askar, and the wonderful word "құқық" - "right": the spelling of capital letters will be preserved when translating all proper names and abbreviations.

Let's move on to the morphological properties of a noun in the Kazakh language.

Actually, nouns have few attributes: the type of composition and the type of word formation.

According to the type of composition, nouns are divided into two types:

1. Simple (Жалң зат есімдер), which, in turn, are divided into two subspecies:

Root (Түбір зат есімдер). These words cannot be broken down into constituent parts, and, accordingly, they consist of one morpheme - the root. Most often, such words are monosyllabic and short - bas, adam, қol, at, gүl;

Derivatives (Туынды зат есімдер). Such nouns are formed from root words and other parts of speech by adding suffixes to them: basshy, tirshilik, egin;

2. Compound (Kurdeli zat esimder). They are formed by adding the roots of words, and such nouns are divided into four subtypes depending on how they were connected:

By combining roots: Өмірбаян, баәтерек;

By pairing roots: Ата-ана, ақыл-айла, бала-шаға;

By forming an inseparable combination of words: Balalar bақshasy, sary may;

By abbreviating words: ҚР, БҰҰ, Кб, Мб.

According to the type of word formation, nouns can be:

1. Lexically formed words (Lexical words with the meaning of words) - this group includes nouns formed in ancient times and in the historical process expanded the scope of their meanings, or even changed them altogether (kolik); nouns formed by the reification of other parts of speech (tanys); and this group also includes words borrowed from other languages (vagon). 2. Syntactically formed words (Syntakstiksistik täsıl arkyly zhasalgan zat esimder) - these include nouns formed by combining (auyzbırlik), pairing (azık-tülık), combining (kasıp odagy) and abbreviating (AKSh) other words.

3. Morphologically formed words (Morphological täsıl arkyly zhasalgan zat esimder) - that is, nouns formed with the help of suffixes.

It is also worth noting the auxiliary function words (kömekşi sozder), which act as separate syntactic units in the composition of phrases and are morphologically classified as nouns. Usually they denote different sides and parts of objects, and there are, in principle, few such words: aldy, arty, asty, usti, zhany, kasy, arasy, ortasy, ishi, syrty, basy, beti, sheti, tubi, tobesi, tusy, mangy.

Actually, this is almost all that can be said about a noun. In the following posts, we will consider the remaining parts of speech, after which we will move on to the issue of word formation, and from there we can move on to phrases and syntax.

Kazakh is a Turkic language that exhibits a rich and complex morphological structure, particularly in its noun system. Understanding the morphological structure of Kazakh nouns involves delving into their formation, inflection, and the rules governing these processes. This exploration encompasses the root and stem formation, the role of affixes, vowel harmony, and the case system, all of which contribute to the language's agglutinative nature.

At the core of Kazakh nouns lies the root, which carries the fundamental meaning of the word. These roots are typically monosyllabic or disyllabic and serve as the foundation upon which various grammatical and derivational elements are added. For instance, the root "үй" (üy) means "house" or "home." When combined with affixes, this root can transform into different forms to express various grammatical categories.

The process of affixation is central to Kazakh grammar. Affixes are added to the root to modify its meaning or grammatical function. These affixes can be broadly categorized into inflectional and derivational types. Inflectional affixes do not alter the core meaning of the word but provide grammatical information such as tense, case, number, person, and mood. Derivational affixes, on the other hand, change the meaning or the part of speech of the original word. For example, by adding the suffix "-шы" (-shy) to the verb "жаз" (jaz – to write), we get "жазушы" (jazushy – writer), thus transforming a verb into a noun.

Kazakh nouns are inflected for number, case, and possession. The plural form is typically created by adding the suffixes "-лар" (-lar) or "-лер" (-ler) to the singular noun, with the choice depending on vowel harmony. For example, "кітап" (kitap – book) becomes "кітаптар" (kitaptar – books), and "қала" (qala – city) becomes "қалалар" (qalalar – cities). Vowel harmony plays a

crucial role in determining the appropriate plural suffix, as suffixes must harmonize with the vowels in the root or stem.

Пайдаланылған әдебиеттер:
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UDC: 81'322+81'1

THEORETICAL BASIS OF CORPUS LINGUISTICS

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Резюме. В данной статье рассматриваются особенности использования корпусной лингвистики на уроках по инотсранному языку в школе, также, дается описание особенностям корпусной лингвистике.

Ключевые слова: Корпусная ингвистика, сопоставление, модальность, валентность, тезисы, обучение.

Түйіндеме. Бұл мақалада мектептегі шет тілі сабақтарында корпус лингвистикасын қолдану ерекшеліктері қарастырылады, сонымен қатар корпус лингвистикасының ерекшеліктері сипатталады.

Түйін сөздер: Корпус лингвистика, салыстыру, модальділік, валенттілік, тезистер, оқыту.

The opportunity to use extensive electronic resources greatly facilitated the process of collecting material in linguistic research. However, this availability of linguistic data has radically changed the requirements for the evidence base of linguistic research: in our time it is not enough to give a few exotic examples in support of the proposed concept, it is necessary to present a fairly complete sample of data of a particular language. However, working with megabytes of raw text is just as difficult as searching for examples manually.

The necessity and possibility of processing a large array of texts to extract linguistic, literary and other data from them led to the rapid growth of electronic resources, including linguistically annotated text corpora.

Corpus linguistics is designed to answer the following questions:

what principles underlie the structure of the corpus, how should the standardized layout of the corpus be arranged with respect to various language parameters (genre and style markup of texts, morphological markup, etc.)

what linguistic and literary problems can be solved using corpuses,

how to use corpuses, including special languages for queries to corpuses [1, p. 145].

The use of text corpora makes it possible to observe the behavior of the linguistic units of interest to the researcher (words, phrases, grammatical categories, syntactic constructions, etc.) in the natural linguistic environment, i.e. in real-life, not artificially constructed contexts.

In addition, corpus studies allow, using statistical methods, to formulate, confirm or refute a hypothesis about a particular linguistic phenomenon on a large amount of material.

Moreover, if a researcher uses an already existing corpus, he completely bypasses the long and laborious stage of collecting material (interviewing informants, working with dictionary indexes or written texts, etc.).

For some purposes, it is sufficient to use as a corpus already existing electronic collections of texts, such as virtual libraries, archives of electronic versions of periodicals or news feeds. The

entire Internet is a gigantic collection of texts. There is even such a line of research - the Internet as a corpus. However, since the texts on the network are not systematized and do not have linguistic annotations (corpus markup) - which also applies to other virtual collections of texts - it is difficult to give an accurate statistical assessment of the entire set or some subset of texts, therefore, there is a need for structured and annotated linguistic corpora [2, c. 92].

Almost all modern linguistic research and work on the compilation of dictionaries and grammars is in one way or another focused on the use of representative text corpora (compare, for example, the Collins dictionaries created on the basis of the Bank of English electronic language corpus, numbering more than 2.5 billion words).

Corpus linguistics develops general principles for the construction and use of linguistic data corpuses using computer technology. She uses three techniques:

- automatic extraction of information about the language from the corpus;
- data processing;
- verification and interpretation of processed data.

The first two stages are completely algorithmic, the third is controversial.

V.V. Rykov, in turn, identifies the following stages of work:

- it is necessary to present the structure of speech reality;
- to identify what material restrictions are on the compilation of the corpus;
- selection of texts and compilation of the text corpus;
- corpus compilation [3].

Corpus linguistics is based on the fact that language is a completely social phenomenon, and it can be described by data based on experience, i.e. in a speech act. This entails that we do not know, and sometimes we try not to know, how the speaker or listener understands the words, sentences or texts that he says or hears. As a social phenomenon, language manifests itself in texts that can be written down, described and analyzed. Internal, dumb texts are also texts, but they cannot be observed and, therefore, they are not a social phenomenon. Most of the texts are found in the form of speech acts, i.e. as interaction between members of a linguistic society.

The data corpus is a data sample formed according to certain rules from the implementation area of the language system, which contains the phenomena that are subject to linguistic description. The corpus of data has only one dimension - speech, since by itself it does not have the potential to produce its constituents. The latter, however, does not mean that the data corpus cannot be used to reconstruct the language as a system. On the contrary, this is one of the main tasks of the linguistic study of the corpus.

A text corpus is a type of data corpus, the units of which are texts or their rather significant fragments, including, for example, some fragments of texts of a given problem area.

V.V. Rykov defines a corpus of texts as a collection of texts based on a logical design, a logical idea that unites these texts. The logical idea is embodied in the rules for organizing texts into a corpus; algorithm and program for analyzing the text corpus; associated with this ideology and methodology. According to Rykov, the corpus of texts belongs to the fourth texture of speech (texts on a machine medium) [4].

Electronic corpora provide rich linguistic material for teaching and research purposes. Currently, the Internet contains many classic electronic corpora in foreign languages. The most famous of them are the British and American National Corpuses of the English language, the German-language corpuses LIMAS, COSMAS. Gutenberg Texts, British National Corpus Sampler, The Longman Corpus, LIMAS [12], Reuters news corpus, electronic archives of major newspapers (for example, The Times) are among the most accessible for the average user-teacher of foreign languages.

In applied linguistics, it is possible to use such types of corpuses as:

1. Research - to study various aspects of the functioning of the language system;
2. Illustrative, including educational (Learner Corpus) - to confirm and substantiate linguistic facts;

3. Monitor - to study the dynamics of linguistic material, conduct content analysis, for example, a corpus on journalism;

4. Static - for the study of styles, for example, the author's corpora or the corpus of writers' texts;

5. Multimedia - text + video + audio;

6. Corpuses of parallel texts - for comparative analysis of "original-translation" texts for teaching methods and techniques of translation. There are two basic forms of organization of such corpora: "original-translation / s" (Unidirectional), "original - translation - reverse translation" (Bidirectional or reciprocal), arranged in parallel.

Corpus linguistics looks at the big picture to find out the conventions of the linguistic society. For corpus linguistics, language is a virtual functioning phenomenon that can be recorded and represented as a model of human speech in texts.

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UDC: 81'322+81'1

DATA CORPUS AS A RESULT OF DISPLAYING A PROBLEM AREA

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Резюме. В данной статье рассматриваются особенности использования корпусной лингвистики на уроках по инотсранному языку в школе, также, дается описание особенностям корпусной лингвистике.

Ключевые слова: Корпусная ингвистика, сопоставление, модальность, валентность, тезисы, обучение.

Түйіндеме. Бұл мақалада мектептегі шет тілі сабақтарында корпус лингвистикасын қолдану ерекшеліктері қарастырылады, сонымен қатар корпус лингвистикасының ерекшеліктері сипатталады.

Түйін сөздер: Корпус лингвистика, салыстыру, модальділік, валенттілік, тезистер, оқыту.

Corpus linguistics refers to the branch of linguistics that deals with the development and use of linguistic data corpora. Before talking about corpus linguistics proper as a scientific discipline, it is necessary to define the concept of corpus. As such, a generally accepted definition has not yet been highlighted, so here are some of the most popular ones: corpus is a verbal unity organized in a certain way, the elements of which are texts or specially selected excerpts from texts corpus is a set of linguistic data from a specific language in the form of recorded utterances or written texts, available for analysis a corpus is a collection of natural texts in any language, oral or written, that is stored electronically and allows for computerized search.

In general, a data corpus is a sample of data formed according to certain rules from the so-called problem area, i.e. in fact, the data corpus is the result of displaying the problem area. The problem area is understood as the area of implementations of the language system, which contains

the phenomena that are subject to linguistic description. The problem area for a particular data corpus can be as large or small - everything is determined by the chosen object of analysis. Ideally, the problem area has two dimensions - language and speech [1].

The speech dimension is represented by speech utterances, or realizations, and the linguistic dimension is manifested in the existence of the potential for the manifestation of other usages that complement the array of available realizations. As a rule, corpus linguistics almost completely ignores the linguistic aspect, since it is the realizations of the language system that are initially recorded in research within this discipline. This approach is due to the fact that it is possible to fix only really existing units, and not the "potential" of their manifestation. However, for regularly changing data corpuses, the language aspect of the problem area makes itself felt at the stage of developing the principles of corpus modification. In addition, for linguistic research as a whole (except for specially stipulated cases), the focus is precisely on the linguistic dimension, since it is precisely this dimension that should be reconstructed as a result of analysis [2].

From a purely practical point of view, a problem area can be defined as a set of data, the processing of which is difficult due to the fact that there are too many language implementations.

Unlike the problem area, the data corpus has only one dimension - speech, since by itself it does not have the ability to produce its components. This does not mean, however, that the data corpus cannot be used to reconstruct a language as a system. On the contrary, this is one of the main tasks of linguistic corpus research. Conclusions about the functioning of the language as a system are made by researchers-linguists on the basis of individual results of the activity of the language [3].

The problem of allocating data corpus storage units deserves a separate discussion. A storage unit is a certain set of natural language expressions of a problem area, which is compared to one description in a certain metalanguage, determined by the corpus formation procedure. Since the data corpus is a sample from the problem area, formed according to certain certain principles, the storage unit directly depends on the grounds for which the sample was made. Depending on these grounds and on the purpose of the research, the corpus storage units can be separate words, short phrases, sentences, word combinations (syntagmas). If the corpus is intended for parsing, then it must include whole texts or rather large fragments of them. Based on the description of the storage unit, one can judge what part of the problem area is represented in the corpus. For example, the storage unit of the corpus of advertising slogans, created in the Department of Experimental Lexicography of the Institute of the Russian Language of the Russian Academy of Sciences, includes the following characteristics: slogan: For men who love women who love men; firm: Louis Azzaro; subject: Azzaro pour Homme toilet water; area: cosmetics and perfumery; slogan type: translation from French; original: Pour les hommes qui aiment les femmes qui aiment les homes; source: Cosmopolitan. Thus, the natural language expression “For men who love women who love men” and the associated characteristics together form a storage unit that can be entered into a database or included in a regular text file [4].

Types of data corpus: Research Corps - i.e. corpus, which is designed to study various aspects of the functioning of the language system. Such buildings are not built post factum - i.e. after any research, and before it [18].

Illustrative corpus - i.e. the corpus, which is created after conducting scientific research: the goal here is not so much to reveal new facts, but to confirm and substantiate the results already obtained. Such corpora are not a statistically correct representation of the problem area, since they include only what is sufficient to illustrate the phenomenon described.

Static corpus is a corpus that reflects a certain temporary state of the language system. Typical representatives of this type of enclosures are author's enclosures - i.e. collections of writers' texts [2].

A dynamic (monitor) corpus differs from a static one in that it does not imply a given set of texts once and for all. During a predetermined period of time, many corpus texts are updated and / or supplemented in order to monitor the state of the problem area and the dynamics of its change. The specificity of the operation of the dynamic corpus is that the user during the research can select

from the general general corpus the working corpus, which includes only part of the texts of the general corpus [2].

The most important properties of the corpus are: representativeness in relation to the problem area - i.e. the ability of a text corpus to reflect all the properties of a problem area that are relevant for this study in a certain proportion, which is determined by the frequency of occurrence of this phenomenon in the problem area. That is, the frequency of occurrence of a certain phenomenon in the linguistic corpus should be close to the frequency of occurrence of this phenomenon in the corresponding problem area; completeness - requires taking into account the relevant phenomena in the corpus, even if this does not correspond to the idea of proportional narrowing between the corpus and the problem area. The requirement of completeness is absolutely necessary in those cases when the linguist-constructor of the corpus knows only approximately what he needs to look for. In such a situation, the research corpus can acquire certain features of the illustrative corpus; frugality - the corpus of texts should save the efforts of the researcher in the study of the problem area. In particular, it should be not just a strict subset of the texts of the problem area, but, if possible, significantly differ from it in terms of volume (from the side of decreasing). The case is considered the more "economical", the higher the threshold for displaying the phenomena; structuredness of the stored material [3].

The main tasks of corpus linguistics: the primary task of corpus linguistics is considered to be an objective linguistic description of the linguistic system, and corpus linguistics approaches this description, starting from the study of specific human communication, from real texts [4].

The development of a special way of reflecting speech material in the text corpus is considered as a secondary task. This method, in turn, can be used by other linguistic disciplines. Another frequently highlighted task of corpus linguistics is to study the probability of linguistic phenomena (as opposed to traditional linguistics, which studies their (phenomena) possibility; For example, traditional linguistics will say that the construction I'm not is possible in literary English, and the construction I ain't - No. Corpus linguistics will not say that the construction "I ain't" is impossible - it will say that this construction is unlikely) [4].

The main directions of scientific activity in the framework of corpus linguistics: First, it is lexicographic research, the creation of dictionaries. Almost all modern dictionaries of the English language (Collins, Webster, MacMillan, etc.) are published on the basis of huge corpora, which make it possible to make the dictionary representative. That is, the dictionary may or may not be correct with respect to the given corpus

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UDC: 371.3:811.111’243

THEORETICAL BASES OF COMMUNICATIVE COMPETENCE FORMING THROUGH COMPETENCE APPROACH

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Резюме. В статье рассматривается цель преподавания английского языка в аспекте коммуникативной компетенции учащихся. Коммуникативная компетенция исследуется как способность ученика использовать язык в реальных жизненных ситуациях. Это на шаг дальше от цели, которой мы когда-то удовлетворялись, а именно способности ученика использовать язык в ситуациях в классе, как это было разработано в обучении.

Ключевые слова: коммуникативная компетенция, межкультурная коммуникация, методы обучения, интерактивные формы обучения, полимодальность.

Аннотация. Мақалада ағылшын тілін оқытудың мақсаты студенттердің коммуникативтік құзыреттілігі тұрғысынан қарастырылады. Коммуникативтік құзіреттілік студенттің тілді өмірлік жағдаяттарда қолдана білуі ретінде қарастырылады. Бұл біз бір кездері қанағаттанған мақсаттан, атап айтқанда, оқушының тілді сабақта ойластырылғандай сыныптағы жағдаяттарда қолдану қабілетінен бір қадам алға шықты.

Түйін сөздер: коммуникативті құзыреттілік, мәдениетаралық қарым-қатынас, оқыту әдістері, оқытудың интерактивті формалары, мультимодальділік.

The objective aim of English teaching is to develop learners' communicative competence. But in the four crucial skills, speaking is obviously the poorest for most English learners in Kazakhstan. After so many years of English learning, our students found it hardly to speak and communicate with others in English. Evidently there is something is wrong with the old traditional methods of oral English teaching. In order to improve learners' communicative competence, some innovative ways and methods in this work are recommended for English teachers to build a welcoming English atmosphere and a lot of activities are presented for teachers to support learners to practice English both in and out of classroom. Communicative competence is the ability of the student to make use of the language in real life situations. It is a step further from the objective we used to satisfy ourselves with once before, which was the ability of the student to use the language within the classroom situations as developed in the teaching material. Exactly, it face about that even a by-heart learned lessons do not help the student to use the target language in real life. There is a question – Why do people feel some pressure to use foreign or target language? To clarify this observable fact, we have to insert the concrete situation of the world that is why this is what influences into the force. In the case of language use, part of this state is linguistic competence. It seems that anxiety doesn't depend simply on goals but also on competence, as competence is a part of the definite position of the world. All human being actions lying on the actual state of the humanity, and this, at the same time, is adapted by all human actions.

Competence seems to be the device which helps us to be triumphant and this device is element of the state of the world. So in a particular society presents certain regulations and the awareness of these rules and their proper usage makes speakers and hearers to be prosperous in a certain society. This acquaintance is called competence or proficiency.

Chomsky's hypothesis of what linguistics ought to study is notorious. Doing linguistics means to consider the competence of the model listener-speaker of a certain language community. Therefore the focal point of linguistics still was placed in a textual and positivist pattern. As Hymes indicated, for Chomsky competence represents language. For "language" Chomsky replaces "competence" denoted as a fluent native speaker's knowledge of grammaticality — of whether or not supposed sentence is part of his language, and in concordance with structural relations. The aim of linguistic explanation as a result changed, from an entity independence of men, to a human capability. These changes are felt to be so immense as to lead transformational grammarians to decline "structural linguistics" as a name for their work, and to exploit it only to circumscribe other schools as precursors. From a social point of view, transformational grammar might similarly will be seen as the culmination of the leading theme of structural linguistics. To midpoint examinations in a profound structure, one grounded in human nature, is to fulfill an impulse of structural linguistics to treat language as a sphere of completely autonomous form. Such a hypothesis improves and gives the ultimate justification to a study of language at once of human importance and abstracted from actual human beings[1].

As it is known, the term "competence" was entered by Noam Chomsky, the American linguist, due to his research of generating / generative grammar problems. Originally, this term designated an ability necessary for performing certain, – mainly linguistic – activities in a foreign language. A competent speaker/ listener (according to Chomsky) should:

- form and understand unlimited number of sentences according to the models;
- have judgments about the statement, i.e. to see formal similarity or distinction in meanings of two sentences. N. Chomsky entered the term "competence" (competence) for the designation of linguistic competence as abilities of a person to use language and opposed it against the term "use" ("speech production") (performance)[2].

The word “competent” was originated from the Latin word “competere” denoting the meaning "to be capable". Competence means "rather qualified, trained, capable to a certain kind of activity". M. A. Choshanov considers that the term "competency" is insufficiently settled in domestic pedagogics and in the majority of cases is used intuitively for the expression of sufficient level of qualification and professionalism of specialist. In his opinion, competence assumes continuous updating of knowledge, possession of new information for successful application of this knowledge in concrete conditions, i.e. possession of operational and mobile knowledge. A. M. Choshanov understands competence as a potential readiness to solve problems knowledgeably. It includes substantial (knowledge) and procedural (ability) components and assumes knowledge of the essence of a problem and an ability to solve it[3].

At once we would like to allocate that the analysis of researchers’ opinions requires a clarification of the distinction between the concepts "competence" and "competency". Many scientists-pedagogists treat "competence" as the highest level of education. In the English literature, there is a term competence (academic, linguistic, cultural, professional competence). This term is given in the dictionary as: 1) ability, skill; 2) competency

In compliance with the norms of the Russian language recorded in the explanatory dictionaries, competence is "a circle of questions about which somebody is knowledgeable "or "a circle of questions, phenomena in which this person masters with authoritativeness, knowledge, experience".

In other words, "competence" and "competency" are two different concepts: competence is a phenomenon ("a circle of questions") and competency is a property, quality of a personality. From the viewpoint of practical education experience, competency is an ability of a personality to perform any activity, any actions. As for the term competence, it is considered as a content of education which is acquired by learner, forms his competency in any area of activity. It is possible to say that competence is a content of being well-educated.

M. V. Ryzhakov underlines that "the main idea of competence development consists in that it is not necessary to be limited to the sum of knowledge and abilities mastered in a formal education system. To reach original efficiency, this knowledge should be linked to a wider range of knowledge acquired by a person outside the formal education system "[4].

Competences are formed in the study and in all other kinds of activity. The means of competence formation are education, professional training, family upbringing, sociocultural activity which constitute the content of continuing education. Thus, competences are knowledge and abilities necessary for making decisions in the changing world. The main idea of organizing the training directed on the formation of competences consists in integration of various disciplines, allowing to avoid duplication, overlapping. In a greater extent, competence meets the requirements of a new paradigm of professional education. A question about competence is a question about the education purposes which act as an active standard kernel of the education quality and its standards.

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UDC: 371.3:811.111’243

THE COMPETENCE MODEL IN ENGLISH CURRICULUM BASED

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Резюме. В статье рассматривается цель преподавания английского языка в аспекте коммуникативной компетенции учащихся. Коммуникативная компетенция исследуется как способность ученика использовать язык в реальных жизненных ситуациях. Это на шаг дальше от цели, которой мы когда-то удовлетворялись, а именно способности ученика использовать язык в ситуациях в классе, как это было разработано в обучении.

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Түйін сөздер: коммуникативті құзыреттілік, мәдениетаралық қарым-қатынас, оқыту әдістері, оқытудың интерактивті формалары, мультимодальділік.

The conception of “communicative competence” was entered by sociolinguists to expand a circle of analysis of the concept "speech" which is reduced by traditional linguistics to the studying of linguistic competence, understood as speaker's knowledge of the language system. Then, this term was entered into the method of teaching foreign languages[1].

The works of the following Russian researchers were devoted to the essence of communicative competence: M. N.Viyatutnev, I.A. Zimniy, A.Yu. Konstantinova, D.I. Izarenkov, V.A. Kokkota , E.M.Vereshagin, V.G.Kostomarov, I.B. Ignatov, S.M. Andreev, E.M. Bastrikova, R.P. Milrud , E.N. Solovova, A.N. Shukina and etc.

In foreign researches, communicative competence is understood as an ability to communicate orally or in written form with a native speaker in real situations, herewith preference is given to the transfer of sense and the form of presenting information, more precisely, the correctness of language means is minor in relation to the meaning of utterances.

Among foreign researchers who were engaged in the problem of communicative competence, the works of following authors should be noted: S. Brumfit, K.Johnson, M.Canale, M.Swain, D. Larsen-Freeman, T.Hutchinson and A.Waters, H.G.Widdowson, J. Sheils, E.M.Vereshchagin and V.G.Kostomarov define the concept “communicative competence” through an opposition to the concept "linguistic". If linguistic competence is a capability to form grammatically correct phrases, communicative competence is understood as a set of social, national-cultural rules and values which determine what, when and how it is possible to speak. On the basis of accentual-morphological paradigms, grammatically correct phrases can be formed by a discursive logical way, but communicatively- correct phrases arise due to the possession of a set of social instructions existing in a definite cultural and linguistic community. Linguistic competence doesn't provide an opportunity of adequate participation in communication with the help of studied language. An

adequate communication (not in classroom conditions, but in the real environment, in a free communication with native speakers) is possible only due to communicative competence.

They understand the notion communicative competence as a set of social, national-cultural rules, assessments and values which define both an acceptable form and admissible content in the speech and in studied language[2].

By the term “communicative competence”, it is accepted to understand not only prosperous formation of a correct sentence, which is provided by linguistic competence, but as well the awareness of using this or that sentence under specific communication conditions as well as an ability to interpret oral and written texts correctly by taking into account communication conditions. In this regard, for example, F.Denningkhauz considers in the following way: "Speech competence is not equal to communicative competence. The concept "to know language" purely designates a speech ability to build and understand infinite (or almost infinite) number of grammatical and intelligent sentences. A new communicative representation speaks about an ability to use a speech in social interrelations for the achievement of speech effect"[3].

As a common perspective objective of teaching a foreign language, communicative competence allows a communication in certain regulating and expanding programs in situations of various themes. However, it should be noted that educational situations don't cover all varieties of linguistic forms used in the live speech, the lexical and grammatical means foreseen for learners’ acquisition, belong, as the rule, to the codified language. A student, who is speaking well in a foreign language in audience and coping with classroom tasks easily, often can't communicate adequately and engage in communication in out-of-class conditions.

This is because the educational process, limited to temporary frameworks can't cover all the varieties of expression forms of feelings and thoughts and also there are two kinds of literary language – the codified language which is used in certain social conditions (science, equipment, the official relations, etc.) and live colloquial speech. They differ from each other from an extralinguistic (a condition of their use) and an actual linguistic viewpoint. These varieties are used by native speakers of literary language in dependence on a number of conditions[4].

In her book "Modern Method of Teaching Foreign Languages", N.D. Galskova distinguishes communicative competence as a capability to organize own verbal and nonverbal behavior adequate to communication tasks. According to N.D. Galskovoy’s statement, development of an ability to communicate happens when an ability to use linguistic means in various communication situations is developed with the purpose of establishing interaction as well as an ability to evaluate, analyze a communication situation, evaluate own communicative potential subjectively and accept a necessary decision. Communication ability is connected with such concept as social competence which is understood as an ability to act in social situations independently[5].

Communicative competence is able to explain the manners of speakers in a broader sense. It also comparison of dissimilar cultures which may "enforce fairly different arrangements for the usage and formation of language in comparable social situations, and proper linguistic applications in line with these arrangements is a distinct characteristic of speaker’s membership in the linguistic society as a competent participator."[2].

Major linguists describe communicative competence as a body of knowledge and skills ‘in the area of interaction’ and views it as an integral component of professional competence of an employee, whose duty includes interacting with people.

According to R. Blandel in business sphere communicative competence consists of ability to clearly express ideas, convince, provide arguments, convey pragmatic and emotional information, establish interpersonal ties, comply one’s actions with those of colleagues, choose optimal communication style in various business situations, start and maintain dialogue [3].

According to Yano, “using language in communication successfully suspects the development of communicative competence in the users of that language which is constrained by the socio-cultural norms of the community where the language is used. He further explained that Chomsky made distinction between grammatical competence and “performance”. The former in the linguistic knowledge of the idealized native speaker, an inherent biological role of the intellect that allows

persons to generate the unlimited set of grammatical sentences that represent their language, and the last is the definite use of language in actual situations". This implies that communicative competence denotes demonstration of grammatical skills [1].

Communicative competence is a met linguistic term which presents immense theoretical problems of understanding and application. The technical term, communicative competence, was denoted by Campbell and Wales to disagree with Chomsky's viewpoint about linguistic competence. As it mentioned, Chomsky pointed out linguistic competence as: "concerned mainly with a supreme speaker-hearer, in a entirely homogenous speech society, who knows its language perfectly and is unchanged by such grammatically irrelevant conditions as memory boundaries, distractions, shifts of attention and curiosity, and mistakes in applying his acquaintance of the language in concrete performance"[2].

In 1966, some of the linguists modified linguistic competence and defined competence as the general ability or capability to do something, as opposed to actual performance, which may be subject to fluctuations. They therefore described grammatical competence as the knowledge an individual has about the structures of his language. However, grammatical competence retained certain essential features of linguistic competence in the two areas of mentalism and the total exclusion of usage from consideration.

However, Campbell and Wales proposed a further modification of grammatical competence into what they called communicative competence. It embraced the factuality of grammatical competence and goes two levels further. Instead of the separation of competence from performance and the focus on competence as the object of linguistics, it recognizes the reciprocal interdependency of both by declaring the duality of rationalism and empiricism as the philosophical factors naturally at work in language acquisition. Therefore, according to them, "communication competence is the capability or ability to produce and understand sentences which are not greatly grammatical but suitable in the circumstance in which they are used [3].

In the 1970s, studies on communicative competence reminded carefully the difference among linguistic and communicative competence to emphasize the distinction involving knowledge "about" language forms and rules and knowledge that enables a learner to communicate interactively and functionally [16].

According to Hymes the Communicative Competence has four aspects: feasibility, systematic potential, occurrence, appropriacy. These categories have been adapted for teaching purposes. The majority of students understand emotions as feelings that come up in different situations. Another part of students explain them as being "what the body tells us". To describe feelings is a rather difficult task to students. Major scientists generally agree that a phenomenon known as "feeling" consists of several components. It is not possible to talk about communication without admitting the significance of emotions. The role of emotions in human affairs is apparent to social scientists and laymen alike [1].

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UDC: 371.3:811.111'243

COMPARISON OF TRADITIONAL AND INTERACTIVE APPROACHES TO TEACHING

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Резюме. В статье исследуется проблема сравнения традиционного и интерактивного подходов в обучении иностранному языку в школе, а также цель преподавания английского языка в аспекте коммуникативной компетенции учащихся.

Ключевые слова: коммуникативная компетенция, межкультурная коммуникация, методы обучения, интерактивные формы обучения, полимодальность.

Аннотация. Мақалада мектепте шет тілін оқытудың дәстүрлі және интерактивті тәсілдерін салыстыру мәселесі, сондай-ақ оқушылардың коммуникативтік құзыреттілігі тұрғысынан ағылшын тілін оқытудың мақсаты қарастырылған.

Түйін сөздер: коммуникативті құзыреттілік, мәдениетаралық қарым-қатынас, оқыту әдістері, оқытудың интерактивті формалары, мультимодальділік.

Traditional learning sets itself the goal of transmitting to students and learning as much knowledge as possible. The teacher broadcasts information that is already meaningful and differentiated by him, defines the skills that he needs, from his point of view, to develop for students. The task of students is to reproduce the knowledge created by others as fully and accurately as possible.

The knowledge obtained in the process of such training is encyclopedic in nature, it represents a certain amount of information on various academic subjects, which in the student's mind exists in the form of thematic blocks that do not always have semantic connections. [1]

Many educators are faced with the problem of the impossibility of linking the content of their subject with the knowledge of students in other academic disciplines. And then a doubt arises as to how deeply the students realized their awareness of the educational material, its appropriation and use in situations beyond the framework of the school. It is difficult enough to dispel this doubt primarily because the process of reproducing educational material also acts as feedback from the student to the teacher. Confirmation of the above is the words of Sh. A. Amonashvili: "Earlier, in the distant past, when I was an imperative teacher, I did not live with my students with one creative burning, and the difficulties that they encountered remained unknown to me. For them, I was only a controller, and for me they were correctly or incorrectly solved tasks "[1]

In the context of interactive learning, knowledge takes other forms. On the one hand, they represent certain information about the world. A feature of this information is that the student receives it not in the form of a ready-made system from the teacher, but in the process of their own activity. The teacher, according to O. Bassis, should create situations in which the student is active, in which he asks, acts. In such situations, "he, together with others, acquires abilities that enable him to transform into knowledge what was originally a problem or an obstacle."

On the other hand, the student in the process of interaction in the classroom with other students, the teacher masters the system of tried (tested) ways of working in relation to himself, society, the world in general, assimilates various mechanisms of knowledge search. Therefore, the knowledge acquired by students is at the same time a tool for their independent acquisition.

Thus, the goal of active learning is the creation by the teacher of the conditions in which the student himself will discover, acquire and construct knowledge. This is a fundamental difference between the goals of active learning and the goals of the traditional education system.

To concretize the conversation about the goals achieved in the strategy of active learning, we use the taxonomy of B. Bloom's cognitive (cognitive) goals, which is now actively discussed in the pedagogical community. If we follow the taxonomy developed by B. Bloom, then knowledge is only the first, simplest level of this hierarchy. Next are five more levels of goals, with the first three (knowledge, understanding, application) being lower-order goals, and the next three (analysis, synthesis, comparison) higher-order ones.

The systematizer of cognitive attitudes, according to B. Bloom, can be represented as follows:

1. Knowledge: the ability to recognize, reproduce special information, including facts, accepted terminology, criteria, methodological principles and theories.

2. Understanding: the ability to literally understand the meaning of any message. B. Bloom identified three types of modes of understanding:

• translation - to perceive the stated material and transfer it to another form (other words, schedule, and so on);

• interpretation - rebuilding ideas into a new configuration;

• extrapolation - assessment and forecasting, based on previously received information.

3. Application: the ability to take and apply in a new situation the principles or processes previously studied, without indicating from the outside. For example, the application of socio-scientific generalizations to individual social problems or the application of natural science or mathematical principles to practical situations.

4. Analysis: the division of the material into separate components, establishing their relationship and understanding the model of their organization. For example, recognition of unformulated assumptions, identification of cause-effect relationships and recognition of forms and techniques in artwork.

5. Synthesis: the creative process of combining parts or elements into a new whole. This is a professional essay writing, suggesting ways to test hypotheses and formulating theories applicable to social situations.

6. Evaluation: the process of developing value judgments about ideas, decisions, methods, etc. These estimates can be quantitative or qualitative, but they must be based on the use of criteria or standards, for example, include evaluating an appropriate treatment method or evaluating the results of work on the basis of standards in this discipline). [3, p. 47-66]

And then the methods, methods and techniques used in traditional learning allow us to achieve the first three levels of goals in the educational process. Let us consider as an example the tasks located at the end of any paragraph of the textbook. In most cases, a simple reproduction of its content is sufficient for their implementation. Tasks that require the student to understand and apply knowledge (the second and third level of goals) are usually marked with a sign and are not always used by the teacher.

Interactive learning methods also ensure that the goals of the first three levels are achieved, more efficiently than the methods of the traditional learning system. A good confirmation of this thesis can be the memorization pyramid, depicted in Fig. 1 (See appendix). And as a result, teachers working in the traditional paradigm often use interactive teaching methods to better learn students' information. In this case, we will only talk about optimizing the traditional educational process. This fixation is very important because it can allow the teacher to decide in the plane of which strategy he is working on.

Continuing the discussion of goals in the context of interactive learning methods, it should be noted that interactive learning methods often achieve higher-order goals (level 4-6) in the educational process.

At the same time, these methods contain another set of goals, the implementation of which contributes to the development of students' social competence (the ability to discuss, work in a group, resolve conflicts, listen to others, etc.) [3, p. 12]

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UDC: 371.3:811.111'243

THE POSITION OF THE STUDENT AND TEACHER IN THE EDUCATIONAL PROCESS

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Резюме. В статье исследуется проблема сравнения традиционного и интерактивного подходов в обучении иностранному языку в школе, а также цель преподавания английского языка в аспекте коммуникативной компетенции учащихся.

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Organizing the educational process, the teacher of the traditional school is primarily concerned with the content of his own activities. Analyzing your first lesson plans, lesson plans of fellow teachers, you come to the conclusion that only the activities of the teacher are clearly and thoroughly spelled out in them. Both in plan and in the lesson, the teacher "... is the central actor who dominates the children, who shows or tells, asks," demanding complete silence in the classroom and restricting student movements.

In such a situation, it is easy enough to determine the student's position in the lesson - this is the position of a passive listener who is sometimes given the opportunity to verbalize his knowledge.

Trying to answer the question about the effectiveness of such a position, we turned to socio-psychological studies, the results of which are recorded in the form of "Memorization Pyramids" (see Fig. 1 in the appendix).

The memorization pyramid shows that the greater the degree of participation of students in the process of cognition, the more information they learn.

Interactive learning as an active participant in the educational process primarily sees the student. It's very important, according to K. N. Wenzel, "that the children themselves should state, show, tell and ask more, so that the teacher would have to listen more ... so that the children would be active and not compassionate all the time ..." Returning to the pyramid of memorization, we see that, participating in discussions, discussing various problems, playing situations, the student learns from 70% to 90% of the information. [1, p. 96-97].

A change in the position of the student and teacher as a result of the use of active learning methods leads to a change in the content of the activities of participants in the educational process.

Positive aspects of the application of interactive learning methods:

• "motivation has increased significantly, especially for weak students";

• "a higher level of assimilation of the material. Fatigue reduction ";

• "the student does not have the opportunity to sit out, he needs to think for himself, not relying on others. Both weak and strong students work. There is an interest in the material being studied ";

• “all students without exception are organized and included in the work, spoken language is well developed, and the ability to work with various literature is improved”;

• “developing the ability to work in a group”;

• "communicative skills are developed."

• there was an interest in their own pedagogical activity: “I was convinced that such classes bring satisfaction to students and to me, have a return”;

• there was an opportunity to analyze their activities: “there was an interest in how to make it interesting from an uninteresting, boring one; I want to share my "finds" and "mistakes" with like-minded people, together find the best way out ";

• it became possible to take into account your individual characteristics when building a lesson: “expanding opportunities for self-expression allows you to work in an individual rhythm, according to your own methodology and program” "Increased self-control, expanded ideas about the possibilities of influencing the organization of the educational process";

• an opportunity to observe group processes in a group and the manifestation of individual characteristics by students:

“The work has become more interesting. In the lesson there is an opportunity to observe the relationship of children ”;

• the attitude towards the student has changed: “... and, probably, I began to trust children more”; “I began to look differently at my students as employees who have the same goal with me.” The above statements of teachers allow us to talk about changing relationships between the subjects of the educational process. The interaction between the teacher and students begins to build on the basis of parity. Parity relationships assume that the teacher takes the student’s active position, recognizes the right to independent thoughts, expresses opinions, refuses to believe that the only right opinion exists, and it belongs to the teacher. To be convinced of the advantage and effectiveness of an interactive learning strategy is possible only with its direct implementation in pedagogical activity. currently, many of the methods of interactive learning allow us to carry out this process quite successfully.

In pedagogical literature one can often find two categories: “interactive methods” and “methods of interactive learning”. the difference between these categories lies in the content that is embedded in the word “interactive”. saying "interactive methods", we thereby focus on the interactivity of the method itself. the student’s activity is secondary, that is, the method stops working - the student ceases to be active. in interactive learning, the main activity is the student’s activity, which is set not only directly by the method, but also by other factors, for example, the educational environment created in the educational institution, etc.

The book "innovative teaching methods in civic education" outlined an approach to choosing a method of interactive learning in the process of civic education. here is a quote from this book: “... the choice of method is a painstaking work, which includes a thorough analysis of the group (its composition, previous experience, willingness to study, level of familiarity with this type of work); determination of the purpose of using the method; understanding the problem that the method is affecting; their own problems and difficulties that may arise, and finally, just the technical conditions of use. we believe that this approach can be used in the educational process of secondary and higher schools. [2, p. 22]

It is necessary to focus on the fact that the method cannot be turned into a means of ridding students of boredom in the classroom. the favorable psychological atmosphere created by the method cannot be the only and sufficient result of the lesson. “you cannot hide incompetence in a meaningful and methodological way, overwhelming the educational process with a variety of methods. even non-traditional methods cannot alone guarantee the success of the educational process. only a well-developed and thoughtful application of methods in combination with a thorough knowledge of the topic ensures the systematic development of the educational situation. ”

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UDC: 159.944:81'243

THE ROLE OF EMOTIONAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES

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Резюме. В статье рассматривается цель преподавания английского языка в аспекте коммуникативной компетенции учащихся. Коммуникативная компетенция исследуется как способность ученика использовать язык в реальных жизненных ситуациях. Это на шаг дальше от цели, которой мы когда-то удовлетворялись, а именно способности ученика использовать язык в ситуациях в классе, как это было разработано в обучении.

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Түйін сөздер: коммуникативті құзыреттілік, мәдениетаралық қарым-қатынас, оқыту әдістері, оқытудың интерактивті формалары, мультимодальділік.

Currently, the development of stable socio-economic relations in Kazakhstan depends not only on the qualifications of specialists as the driving force of advanced scientific and technical ideas, but also on the level of their creative potential. Thus, in the country we see a social need emanating from creative thinkers who can solve various problems independently and outside the box.

Our state, school, teachers and parents are faced with a task of extreme importance, to ensure that each of those who are now attending kindergarten and who are yet to be born, grow up not only as a conscientious member of society, not only as a healthy and strong person, but and, of course, an enterprising, thinking worker, capable of a creative approach to any business, for which he may undertake. And an active life position can have a foundation if it sees an opportunity for improvement around. It turns out that everyone should become creators. Let some to a lesser extent, others to a greater, but all of them.

Psychologists have established that the properties of the human psyche, the foundations of the intellect and the entire sphere arise and are formed mainly in preschool and primary school age, although the results of development are usually discovered later. This means that the teacher is faced with the task of developing the child, his creative abilities.

The problem of the development of human creativity is undoubtedly one of the most interesting psychological and pedagogical problems. This problem is especially relevant today,

when the entire educational process of teaching in our schools is built on the basis of humanistic pedagogy.

The teacher tries to see in each child the “zest” of creativity, to push for creative endeavors, to develop and consolidate the ability to be creative.

This problem is considered in science from a variety of positions, for example, as a problem of thinking: scientific, artistic, practical. The level of knowledge of a person, the development of his intellect - all this constitutes the necessary base for the development of creativity.

There are certain psychological prerequisites that underlie the development of the creative abilities of schoolchildren. On the one hand, these are the highest needs of the individual (the need for self-realization, growth and development); on the other hand, the characteristic qualities (properties) of the personality, which either favor the creative activity of a person, or block it.

What is creativity?

It is always the embodiment of individuality, it is a form of personality self-realization; it is an opportunity to express your special, unique attitude to the world. It is during the school years that the critical period of children's creativity begins (from the Latin “create, create”). Consequently, it is during the school period that the help of a teacher is needed more than ever to overcome this crisis, to find an opportunity for self-realization, for expressing one's “I”.

In all school collectives, an attitude is needed for initiative and creativity, for the development of the need for creativity in each student. All this opens up new problems for teachers.

The need for creativity is a complex spiritual need, but not everyone is fully developed. A person's awakening to creative ability opens the way for him to reveal his individuality, to realize his abilities.

To develop the ability for creativity inherent in each child, to educate him the qualities necessary so that in various types of activity he can successfully act either as a performer or as a creator, as real life requires, means to educate a generation that will overcome inertia, stagnation of forms and methods of work, all sorts of stagnant phenomena that impede the acceleration of the socio-economic development of society.

Let a creative approach be shown in every socially useful activity of the child. The scope of his creativity is still limited. And at the same time he constantly solves new problems for him, makes new discoveries for himself. And the level of creative attitude in each case is different for different children.

Having awakened the desire for creative ability in schoolchildren, having created the conditions for its manifestation, it is clear how much more interesting it will be for them to study, how their general educational level will increase. After all, the creative ability, as you know, requires from a person tremendous stress, great capacity for work, perseverance. Only gradually, step by step, you can lead the student to creative dedication. And only then he will feel a taste for such work, will achieve success in it.

According to some teachers, the ability to be creative can be fostered in an inquisitive, well-performing student, in individual children, but for all schoolchildren, including those with a stretch you put a “3”, trying to form this quality would be an empty undertaking.

Such pessimistic forecasts can do a lot of harm to the growing person and society entrusted to us.

“Creative ability is inspired by creative ability, like fire is kindled from fire,” writes L. V. Kuznetsova, creativity must be taught! The sooner the better. From childhood - from nurseries, kindergartens, schools. "

Can everyone be taught to be creative?

Research by our scientists shows that everyone. Especially if this work was started at primary school age. The well-known Soviet didactic I. Ya. Larner, in his book Problem-Based Learning, provides convincing arguments confirming the fact that even low-performing children will think creatively and, thanks to this, will improve their academic success.

As for the theoretical foundations of the development of creativity, it is necessary to note the history of the emergence of the term "creative ability" in pedagogy.

Since the 60s, a term has appeared in the Anglo-American psychological and pedagogical sphere to denote the abilities that reflect the ability of the individual to create new concepts and form new skills. This concept is associated with the creative achievements of the individual (creative ability).

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UDC: 159.944:81'243

PEDAGOGICAL TECHNOLOGIES AND ACTIVE TEACHING METHODS AIMED AT DEVELOPING THE CREATIVE ABILITIES OF SECONDARY SCHOOL CHILDREN

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At the present stage, the issue of changing the way of thinking requires special attention. Humanity goes through the stages of natural pedagogy and reproductive-pedagogical civilization and enters into a creative-pedagogical civilization [1].

V.V. According to Kraevsky, an important task in the process of creative education is to prevent the formation of conformist thinking, to fight for the consent and orientation of public opinion. The teacher also allows the student to create an artificial pedagogical environment in which the student demonstrates a very high level of conformism, which deliberately unreasonably

supports an absolute point of view simply because most of the participants in the discussion expressed their views on it. Of course, in order to offend a "conformist", measures and tact are needed.

Creative knowledge contributes to the development of imagination, and sometimes even limits the perception of reality. This is especially true in the early stages of learning. Even at a young age, people often do not reflect and fully analyze the real situation. In such cases, an evil lie in the name of the student can create a very unfavorable background for pedagogical communication. The formation of sensitivity to contradictions, their identification and conscious formulation is the key to the successful development of creative abilities. At the same time, the contradiction itself, even a formal logical one, should not be equated with an error that needs only to be corrected.

The main role of contradictions in the activity of thought is their ability to be a source of new questions and hypotheses. Creative education normalizes the creative thinking of students. Creative education allows students to develop creative thinking, which allows them to easily adapt to the changing conditions of life in the future. Active learning encourages lateral thinking, which also depends on creativity. The goal of lateral thinking is to generate ideas that act as a driving force for change and progress in all areas. »: Human activity: from science to self-determination. However, with the development of lateral thinking, creative knowledge does not completely exclude vertical thinking, because the two types complement each other. Vertical thinking develops ideas born of lateral thinking. Consequently, one cannot abandon traditional forms of education.

Another important factor in the organization of creative learning is the workload, which, from the point of view of individuality, can be focused both on the acquisition of knowledge and the formation of consciousness, which implies the acquisition of knowledge. The types of control in creative education should be different: interview, testing, writing, exams, etc. b.

One of the most important features of creative education is the multiplicity of options for solving problems. The emotional comfort of the learning process contributes to the development and presentation of new and original ideas. Creating a favorable environment for creative people leads to a change in the social status of a student, and also allows you to change the "value orientations" of all students, increase the prestige of creative thinking, which in turn affects the development of creative abilities. ... Creative composition is very useful in a democratic form of teaching, because in this case, students make more demands on teachers than in an authoritarian model, you choose life issues. In this regard, the nature of the interaction between teachers and students in the process of forming creative abilities should not be authoritarian, since this contradicts the concept of creative education. The formation of creative abilities is carried out in conditions of free and meaningful communication. Choice helps to bring students closer together and develop their creativity.

The above creative knowledge should have the following characteristics:

• Transparency of the organizational system of the university;

• Creative spirit of teachers and administrators;

• Development of projects to involve students in solving problems that lead to important results in life.

Creativity is effectively created with differentiated teaching that takes into account the inclinations, interests and abilities of students. The term "division" comes from the Latin language and means the evaluation, evaluation of whole parts, objects and stages. Learning technologies are a differentiated set of solutions, tools and methods of organizational development, covering a certain part of the educational process.

Discrimination is just as important as the basic level of training, as well as in-depth study of certain disciplines. Differentiated teaching methods are based on the abilities, minds, abilities of the students, etc. b. can be done through.

Purpose of the differentiated approach:

• Teaching each student at the level of his abilities and talents;

• Training (adaptation) to the characteristics of different categories of students.

Creative education is aimed at identifying the requirements for the development of a person's creative abilities, searching for innovations in a person's professional consciousness, analyzing problems and options for activity. An independent creative conservative understanding of truth, uniqueness and self-knowledge makes knowledge an opportunity for thinking and self-development. The logical construction of the educational process, a variety of teaching methods, the expansion of educational technologies for the development of his creative abilities, the balance between theoretical knowledge and practical skills and goals, the constant development of knowledge, the dynamics of creativity, the desire for creativity.

Currently, there is a need to create a multi-level system of creative and innovative education that meets modern socio-economic conditions. The purpose of this education is to form a culturally, intellectually developed, mentally and physically healthy person, able to withstand the destabilizing factors of the developing socio-economic environment. The introduction of such a system contributes to the formation of a creative personality with the main characteristics of the educational process: creativity, spirituality, intelligence and professionalism. When analyzing relationships in all aspects of psychology, it is confirmed: "communication" (exchange of information), as well as "perception" (human understanding and awareness), "thinking" (thinking), while communication means a combination of these components. In the pedagogical process, it is not allowed to limit communication to only one function - information. It is necessary to use the entire repertoire of communication, i.e. fulfillment of tasks and exchange of information, organization of interaction, recognition and promotion of personality [2]. The best result will bring you a harmonious and rational combination, but each method has its own advantages and disadvantages. In creative education, it is recommended to establish a single connection between different disciplines, based on the logical continuity of the thematic section and interdisciplinary aspects of training courses. An interdisciplinary approach ensures the integrity and coherence of knowledge, the integrity of perception in the field of research, which creates favorable conditions for meaningful immersion in the future profession

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UDC: 371.3:004:811.111'243

FEATURES OF USING INTERNET RESOURCES IN ENGLISH LESSONS AT SCHOOL

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Резюме. В данной статье рассматриваются особенности использования интернет-ресурсов на уроках английского языка в школе, с помощью применения на уроке различных сайтов и порталов для обучающихся.

Ключевые слова: смешанное обучение, онлайн обучение, дистационное обучение, интерактивные методы обучения, полимодальность, корпусная лингвистика, обновленное содержание.

Abstract. This article examines the features of using Internet resources in English lessons at school, using various sites and portals for students in the lesson.

Keywords: blended learning, online learning, distance learning, interactive teaching methods, multimodality, corpus linguistics, updated content.

The term “online education” does not go back to a specific technology system, rather, it describes a way of learning that allows the teacher and learners to go beyond the narrow boundaries of classroom learning. Let's consider in more detail the concept of distance education, as well as the range of its possibilities.

Online learning (OL) is a set of technologies that ensure the delivery of the bulk of the studied material to the learners, the interactive interaction of learners and teachers in the learning process, providing learners with the opportunity to independently work to master the material being studied, as well as in the learning process. Interaction is provided in a variety of ways, such as the exchange of printed materials via mail and fax, audio conferencing, computer conferencing, video conferencing. Online learning is a promising way of educating isolated rural learners, learners with specific requirements, or those unable to achieve their goals in any other way. Significantly, the benefits of acquiring information from the outside make distance learning preferable for working adults who do not have a fixed work schedule or lack time to receive education in a traditional format. Online education can be defined as education characterized by five main points: existence of the trainer and the student and, at least, the existence of an agreement between them; spatial separation of the teacher and the student; spatial separation of the student and educational institution; bi-directional interaction between the learner and the educator; selection of materials designed specifically for distance learning.

Thus, we can say that distance education is a process of transferring knowledge (the teacher and the school are responsible for it), and distance learning is the process of acquiring knowledge (the student is responsible for it). According to the method of obtaining educational information, they are distinguished: synchronous educational systems (on-line systems, in real time) and asynchronous systems (off-line systems).Synchronous systems imply the simultaneous participation of the trainees and the teacher in the learning process. Asynchronous systems do not require the simultaneous participation of trainees and teachers. The student himself chooses the time and plan of the lesson. Mixed systems that use elements of both synchronous and asynchronous systems.

Scientists identify the following advantages and disadvantages of distance learning:

Benefits of online learning;

-the student chooses the time and place of training himself;

-access to educational materials via the Internet from anywhere in our country;

-study will not interfere with work;

-flexible terms of study;

- helps to reduce the cost of travel to the place of training and back;

-optimization of educational material.

Disadvantages of online education;

-there is no person nearby who could emotionally color knowledge, this is a significant disadvantage for the learning process;

-the need for a personal computer and Internet access;

-one of the problems of training remains the problem of establishing the identity of the user when checking knowledge. It is impossible to predict who did the job;

-distance learning requires self-discipline;

-high labor intensity of the development of distance learning courses.In this case, distance learning must be considered as a special type of education, which is characterized by certain goals, functions, principles, ways of interaction between the subjects of the educational process.

The difference between distance learning and distance learning is that distance learning is designed to provide maximum interactivity of the educational process, which implies interactivity between the learner and the teacher, as well as feedback between the learner and the learning material, as well as the possibility of group learning. The presence of feedback allows the learner to receive information about the correctness of his progress in the process of acquiring knowledge, as well as to exercise self-control, self-assessment in this process.

The main goals of distance learning today are;

-professional training and retraining of personnel;

- advanced training of personnel in various specialties;

-preparation of schoolchildren in certain academic subjects for passing exams as an external student;

-preparation of schoolchildren for admission to educational institutions of a certain profile;

-in-depth study of topics, sections from the studied disciplines;

-elimination of gaps in knowledge, abilities, skills of trainees in certain disciplines;

-the basic course of the curriculum for students who are unable for various reasons to attend face-to-face training sessions;

-additional education according to interests.

The planned results and content of distance learning coincide with the results and content of full-time education, the difference lies in some principles of teaching, as well as forms of presentation of educational material and forms of interaction between the teacher and students and students.Of course, distance learning should be built in accordance with all the didactic principles that take place in modern pedagogy: objectivity, scientific nature; links between theory and practice; consistency, consistency; accessibility with the required degree of difficulty; visibility and variety of methods; consciousness and activity of trainees; the strength of the assimilation of knowledge, abilities and skills. But there are also specific principles of distance learning.

There are such specific principles of distance learning.

The principle of interactivity. Distance learning should provide interactive interaction between all its participants.

1. The principle of openness. Anyone should have access to distance learning of their choice.

2. The principle of flexibility. The course of the educational process can be adapted to the individual characteristics of the student, building an individual educational trajectory and giving the opportunity to study at a convenient time.

3. The principle of adaptability. It is provided through the use of modern information and telecommunication technologies, which make it possible to adapt the distance learning process to the characteristics of students.

4. Principle of transferability. It lies in the possibility of transmitting educational texts, audio and video recordings, television and computer programs for educational purposes around the world.

Consumer orientation. Distance learning expands access to education for people who, for various reasons, cannot receive full-time education.

5. The principle of basic knowledge. To start distance learning, the user needs to have some basic knowledge. For this, entrance control is used in various distance courses.

6. The principle of identification. Identifying trainees is part of the overall safety measures. Each user of the distance course has his own username and password to access training on the course. The identity of the student is also carried out using video conferencing.

7. The principle of individualization. It is possible to study on a distance learning course in accordance with an individual pace and an individual educational trajectory.

The principle of the regulation of training. Distance learning should be subject to certain time regulations, for example, the deadline for the delivery of tests, control tasks, etc. by trainees is set.

8. The principle of pedagogical expediency of the use of new information technologies. The means of information and communication technologies used in the process of distance learning must correspond to the goals of learning, contribute to their most effective achievement.

What are the types of distance education;

Modern forms of distance learning

To ensure the educational process, a variety of types of distance education can be involved:

1.video conferencing (exchange of video images that accompany sound);

2.audio conferencing (exchange of audio information on digital and analogue communications);

3.computer teleconferences;

4.video lectures;

5.chat sessions;

6.web lessons;

7.radio communication;

8.TV channels.

The types of distance learning can be used both separately and in a complex, depending on the equipment of the educational institution with technical means (TCO) and the specifics of the program. The nature and effectiveness of studies largely depend on the choice of TCO: for example, the use of radio and television does not imply the receipt of personalized information, but only provides for the presentation of general information.Any type of distance learning can be used to teach each of the disciplines; their successful combination makes the process of learning new things less monotonous and more interesting and productive.

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UDC: 371.3:004:811.111'243

TYPES OF ONLINE LESSONS AND MODERN ONLINE SCHOOLS IN THE WORLD

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Резюме. В данной статье рассматриваются особенности использования интернет-ресурсов на уроках английского языка в школе, с помощью применения на уроке различных сайтов и порталов для обучающихся.

Ключевые слова: смешанное обучение, онлайн обучение, дистационное обучение, интерактивные методы обучения, полимодальность, корпусная лингвистика, обновленное содержание.

Abstract. This article examines the features of using Internet resources in English lessons at school, using various sites and portals for students in the lesson.

Keywords: blended learning, online learning, distance learning, interactive teaching methods, multimodality, corpus linguistics, updated content.

Currently, Internet resources, including online lessons, are widely used in the methodology of teaching foreign languages at school and higher education institutions. There are the following

types of online lessons and modern online schools in the world for effective learning of English.Types of online lessons:

1. Announcement lesson - Purpose- to attract the attention of children, to motivate them to learn. You can record a short video through various services, share a link to it with students.

2. Introductory lesson - Purpose: to identify the problem of classes, to make a small overview. You can record a video lecture or use the webinar format.

3. Consultation - Ask the children to make a list of questions and send them in advance before class. Work with your students to find solutions to problems that have arisen.

4. Testing - Conduct tests remotely, Olympiads, perform virtual laboratory. All of these are effective forms of student control.

5. Webinar-There are many platforms that allow you to host a webinar with students using video communication. There are two types of webinars: webinars with two-way participation of teacher and students; webinars (web castes, web conferences) with one-way participation: someone acts as a speaker, the rest are listeners.

6. Web Quest- Includes a task with game elements. The web quest requires internet resources. The students themselves search for the information they need to complete the quest assignment, on the Internet or in books.

Useful programs for teachers and fans of distance education- An excellent selection of the most useful e-learning programs;

Programs for creating online courses and webinars: Articulate 360, iSpring, Adapt Learning, Moodle, MyOwnConference.

-Programs for creating videos and presentations: EdPuzzle, PowToon, Loom.

-Class Management: Class Dojo, Classcraft, No Hands.

-Interactive boards: Whiteboard.fi, Limnu, Conceptboard, AMW board.

-Cloud storage: Google Drive, Dropbox, OneDrive, Yandex.Disk[16] [https://myownconference.ru/blog/index.php/online-uroki/]/

Online courses at an English school is a virtual classroom in which students attend classes over the Internet. Studying in an online school allows students to stay in their current job and at the same time undergo training, gain additional skills and knowledge. The courses are aimed at in-depth training of adults and children in the basics of the English language, including the alphabet, vocabulary, syntax, grammar, sentence structure and phonetics. Emphasis is placed on the student to read, write and speak English with confidence. Students work on their pronunciation and speaking skills, participate in online class discussions, collaborative projects, tests and final exams. The cost of online courses can vary depending on the duration and level of knowledge.

Inglex. The school was founded by philologists, therefore, special attention is paid here to the selection of teachers, selecting only the best. With a free introductory lesson, you can meet your future teacher, tell him about your goals and determine your level of English. You choose the schedule of classes yourself, as well as the duration of the lesson (45 or 60 minutes). You can choose the course of classes - the school offers a wide choice from general conversational to specialized courses in preparation for exams, interviews or a course for IT. Lessons take place in an interactive Online Classroom, which allows the teacher to tailor the lessons to your level and your needs. All English learning materials are provided free of charge.

There are free conversation clubs for students of the school where they can practice speaking. There are free books, articles, webinars and a Youtube channel for additional English practice. Inglex provides students with 2 tariffs to choose from: “Convenient”, where it will be possible to cancel classes, and “Profitable”, which does not imply cancellations, but it has a lower price for the lesson. You can pay for lessons in packages of 5, 10, 20 or 40 lessons with a maximum discount of up to 35%. The cost of a lesson starts from 600 rubles per lesson with a Russian-speaking teacher.

Skyeng. Skyeng's Conversational English course is tailor-made for you. Now you can learn and practice English at home in Moscow and elsewhere. The program will help you improve your speaking, listening, reading and writing skills at any level, from beginner to intermediate to upper intermediate (Business English, Teenagers, Travel and FCE). You will receive unlimited access to

the online program for 12 months as soon as you pay for your chosen course. Students are encouraged to watch films and TV series in the original with subtitles and listen to their favorite songs with translation of the text. The cost of a 50-minute lesson with a Russian-speaking teacher is 790 rubles, and with an English-speaking one already 1370 rubles. Skyeng has English courses for children. They correspond to the interests of the listener and the goals of learning a foreign language. Upon completion, an exam is passed and a certificate is issued with the stamp of the school. Skyeng is on the second line in the list of the best online schools in Russia.

Tetrika. Having problems with your English language? Is your pronunciation poor? On the Tetrika school website, you can quickly find professional teachers who will help in the educational process and better understand a foreign language. An interactive platform connects students with professional tutors from Russia via Skype.

All online classes are conducted according to your level of knowledge and timetable. Tetrik School cooperates with the best teachers with many years of experience. Through a customer-centric approach, they have built a broad base of experts. If you want to be fluent in English, browse over 10 teachers, their profiles and other clients' testimonials to reserve your spot with the best professional.

Live online lessons several times a week will help students prepare for the exam and exam. The cost of lessons from young teachers is 590 rubles. English teachers with up to 10 years of experience offer services at a discount for 790 rubles class.

EnglishDom. Are you planning to train employees who are not very good at English? Or if the child wants to go to one of the academies or universities abroad? Even if you just want to take an English course to expand your vocabulary and increase your reading speed, the EnglishDom online school teaches those who want to remotely via Skype.

EnglishDom prepares graduates to help them learn the language for future immigration. Students will receive an online certificate of completion. The curriculum boasts four unique concentrations: digital textbook, conversation club, online trainer, and personal tutor. The last two concentrations include advanced language training. For 8 years of work in the market, EnglishDom has helped 10,000 students achieve their goal. The courses are ideal if you don’t know or have some command of English.

Lingualeo. As English is the world's language, the provision of quality training for professional development becomes a must. In response to the growing demand in Europe and North America, as well as in the rest of the world for qualified employees, Lingualeo offers language skills for employment.

A specially developed distance learning program will help schoolchildren and students move from an elementary level (A1, A2) to a high level of knowledge (C1, C2). The 12-month Lingualeo course includes 22 basic grammar topics, 7 workouts to develop your language skills and an unlimited number of words to learn. New users get a 50% discount. Residents of the city of Moscow, St. Petersburg, Kazan, Novosibirsk or Rostov can contact the English language center free of charge to receive more than 250,000 texts, video and audio files for learning at home.

English First. Personal English Tutors from English First are ready to teach children from 2 to 17 years old and adults on an accelerated program. Each lesson is taught by a personal online English tutor in a virtual classroom. The interactive class allows you to see and hear the teacher as you interact with the lesson material via Skype.

During individual lessons, the teacher will help: read and understand authentic texts in English, freely participate in colloquial speech, expand vocabulary. A quick and effective way to learn a language - foreign courses in the EF international camp group from 2 to 24 weeks. The course for children is ahead of the school curriculum and allows you to master more than 1200 English words and 140 grammatical structures. For residents of Moscow and St. Petersburg, you can choose a school near your home and attend classes in a comfortable classroom.

Allright. If you are planning to improve your child's English proficiency from 4 to 13 (vocabulary and reading fluency), Allright Online School offers classes that meet all your needs. English is the dominant language in communication, science, business and entertainment. It opens

many doors to the international job market. Allright.io's online courses are interactive and designed to help students achieve academic success. The popular program offers a 25-day format with a native English speaker via Skype for 30 minutes for 35,000 rubles. By completing online training for children from scratch, students will acquire the skills they need to write confidently, speak fluently, be effective listeners and strong readers. Throughout the course, students will be able to get the opportunity to attend a free conversation club for English practice in small groups with peers and teachers from England and the USA. In the ranking of the best online schools for learning English, Allright is ranked 6th in 2020.

Puzzle English. Puzzle English is a leading education company with playful lessons for children, self-help books, training dictionaries and conversations to develop conversational skills. Puzzle English is one of the first online schools to teach English in Russia. Education should be available to everyone who wants to receive it, so the cost of 1 year is only 1990 rubles.

The course is delivered through an online platform that will offer thematic sections with varying levels of intensity and difficulty depending on the student's English level. The course includes: study and classroom materials, a news section, links to some of the most important English websites, and a dictionary for translating all words and expressions.

Engforme. Whether you are at home, in the office or at university, you just need an internet connection to start studying. Choose a convenient time to take an online crash course. This flexibility makes training ideal for those with an active lifestyle. In just 3 months you can write a resume and pass an interview at work, prepare for TOEFL, IELTS, USE, OGE exams, and successfully emigrate to the United States.Engforme is suitable for students with upper intermediate levels (C1, C2) who want to improve the basics knowledge of English in the most efficient way. Elena Klinova's authoring video course offers targeted and effective English practice in more than 30 typical situations. Choose the best teachers in Moscow to help people meet personal and professional standards from around the world. Before you start training in Engforme, you need to assess your current level of knowledge using a free test. Check out the testimonials of customers who have successfully completed their training at an online English school.

Lingvaboom. The course is most suitable for students with poor English skills (A1, A2) and students who communicate reasonably well in English (B1, B2 levels).

The course is developed into broken down areas: communication, reading, writing and listening, as well as spelling, grammar and punctuation. Lingvaboom will help schoolchildren prepare for the Unified State Exam, businessmen at work, tourists for travel and pass exams for IELTS & TOEFL certificates. A pedagogical approach developed by English language experts explains fundamental concepts.

Students have access to online tutors via Skype, a form where they can communicate with other students and practice new skills. The price of one lesson in a small group is 690 rubles, and an individual lesson costs 1590 rubles. This is the 10th best online school for learning English in 2020 .[https://epicris.ru/top-10-luchshix-onlajn-shkol-dlya-izucheniya-anglijskogo-yazyka-kursy]

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UDC 811.1/.8'373.612

COMPARATIVE TYPOLOGICAL ANALYSIS OF HOMONYMS

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Түйін

Бұл мақалада ағылшын, қазақ және орыс тілдеріндегі омонимдерге қатысты кешенді салыстырмалы типологиялық талдау ұсынылған. Алдыңғы тараулардағы егжей-тегжейлі зерттеулерге сүйене отырып, бұл бөлім омонимдердің табиғатындағы, көздеріндегі және мағынасын ажырату механизмдеріндегі ұқсастықтар мен айырмашылықтарды көрсетеді, осы ерекшеліктерді әр тілдің функционалдық және құрылымдық типологиясымен нақты байланыстырады. Аналитикалық тілді (ағылшын), флективті тілді (орыс) және агглютинативті тілді (қазақ) салыстыру арқылы, бұл талдау лингвистикалық типологияның омонимия феноменіне қалай әсер ететінін терең түсінуді қамтамасыз етуге бағытталған, соңында оның аударма және тіл үйрену үшін маңызын қорытындылайды.

Түйінді сөздер: омонимия, лингвистикалық типология, салыстырмалы талдау, ағылшын тілі, қазақ тілі, орыс тілі, аударма үшін маңызы, тіл үйрену

Аннотация

Эта статья представляет комплексный сравнительный типологический анализ омонимов в английском, казахском и русском языках. Опираясь на детальные исследования в предыдущих главах, данный раздел выделит сходства и различия в природе, источниках и механизмах деамбигуации омонимов, явно коррелируя эти различия с функциональной и структурной типологией каждого языка. Сравнивая аналитический язык (английский), флективный язык (русский) и агглютинативный язык (казахский), этот анализ направлен на обеспечение тонкого понимания того, как лингвистическая типология влияет на феномен омонимии, завершаясь его последствиями для перевода и изучения языка.

Ключевые слова: омонимия, лингвистическая типология, сравнительный анализ, английский язык, казахский язык, русский язык, значение для перевода, изучение языка

This article presents a comprehensive comparative typological analysis of homonyms across English, Kazakh, and Russian. Drawing upon the detailed examinations in preceding chapters, this section will highlight the similarities and differences in the nature, sources, and disambiguation mechanisms of homonyms, explicitly correlating these distinctions with the functional and structural typology of each language. By comparing an analytic language (English), a fusional language (Russian), and an agglutinative language (Kazakh), this analysis aims to provide a nuanced understanding of how linguistic typology influences the phenomenon of homonymy, concluding with its implications for translation and language learning.

Before delving into the comparative analysis, it's crucial to reiterate the core typological features of each language, as these form the basis of our hypotheses regarding homonymy and its manifestation within their respective structural and functional frameworks:

English (Analytic Language): Characterized by minimal inflectional morphology, a relatively fixed word order (primarily SVO), extensive use of prepositions, and auxiliary verbs to express grammatical relations. Hypothesis: Homonymy will predominantly arise from extensive phonetic convergence (historical sound changes, pervasive vowel reduction) and semantic divergence. Homophones will be frequent, and grammatical homonymy (e.g., noun/verb identity through zero-derivation) will be common, with disambiguation heavily reliant on syntax and broad context.

Russian (Fusional Language): Characterized by rich inflectional morphology (cases, conjugations, gender, number agreements) where suffixes often carry multiple grammatical

meanings simultaneously. It has a relatively flexible word order, and crucially, mobile stress. Hypothesis: Homonymy will frequently stem from mobile stress (creating numerous homographs) and morphological coincidence (identical inflected forms of distinct words). Phonetic convergence (e.g., regular assimilation rules) and extensive borrowing will also be significant sources.

Kazakh (Agglutinative Language): Characterized by extensive, transparent suffixation, where each suffix typically adds a single grammatical meaning to an invariable root. It adheres strictly to vowel harmony and has fixed stress on the last syllable. Hypothesis: Homonymy will predominantly involve full homonyms of short, monosyllabic roots due to limited phonetic possibilities for root structures. The predictable and transparent morphological system will largely prevent stress-based homography and complex homophony, making morphology the primary disambiguator.

The classification and prevalence of homonym types across English, Russian, and Kazakh distinctly reflect their underlying typologies. The following summary highlights the key characteristics of homographs, homophones, and full homonyms in each language:

Homonyms in English (Analytic), Russian (Fusional), and Kazakh (Agglutinative) Languages

Homographs: In English, homographs occur with moderate frequency, often arising from distinct etymologies and sometimes exhibiting subtle pronunciation differences or stress shifts between noun and verb forms, such as "read" (/riːd/ vs. /rɛd/) or "lead" (/liːd/ vs. /lɛd/), and "récord" (noun) vs. "recórd" (verb). Russian, in contrast, displays the highest frequency of homographs, primarily due to mobile stress, where identical spellings have different pronunciations and meanings dictated by stress placement, as seen in "за́мок" (/zámək/, 'castle') versus "замо́к" (/zamók/, 'lock'), or "му́ка" (/múka/, 'torment') versus "мука́" (/muká/, 'flour'). Kazakh, with its fixed stress on the last syllable, has virtually non-existent stress-based homographs; any identical spellings represent full homonyms.

Homophones: English exhibits a very high frequency of homophones, largely due to irregular spelling, historical sound changes like the Great Vowel Shift, and pervasive vowel reduction, leading to many distinct spellings sounding identical (e.g., "write/right/rite," "to/two/too," "bear/bare," and "flour/flower"). Russian has a moderate to high frequency of homophones, which result from systematic phonetic rules such as final consonant devoicing (e.g., "плод" /plot/ 'fruit' vs. "плот" /plot/ 'raft') and unstressed vowel reduction (e.g., "компания" /kɐmˈpanʲijə/ 'company' vs. "кампания" /kɐmˈpanʲijə/ 'campaign'). In Kazakh, the frequency of distinct homophones with different spellings is lower; its highly regular phonology and vowel harmony generally ensure words are pronounced as spelled, limiting cases where only sound matches for different orthographies, and most phonetic identities are, in fact, full homonyms.

Full (Absolute) Homonyms: English has a significant frequency of full homonyms, which stem from extensive borrowing, semantic divergence, or phonetic mergers, resulting in both identical spelling and pronunciation across different meanings (e.g., "bank" for 'financial institution' and 'river edge,' "light" for 'illumination' and 'not heavy,' or "bat" for the 'mammal' and 'equipment'). Russian also has a notable frequency of full homonyms, arising from phonetic convergence, borrowing, or semantic splits, where both spelling and pronunciation are identical across meanings (e.g., "лук" for 'onion' and 'bow,' "мир" for 'peace' and 'world,' or "брак" for 'marriage' and 'defect'). Kazakh demonstrates the highest density of full homonyms, predominantly involving short, monosyllabic roots. This is attributed to its agglutinative structure and limited root possibilities, leading to distinct meanings converging formally (e.g., "ат" for 'horse,' 'name,' and 'to throw'; "қол" for 'hand,' 'army,' and 'to sign'; and "жас" for 'tear,' 'age,' and 'young').

Analyzing homonyms across these typologically diverse languages reveals both shared mechanisms and stark contrasts:

Similarities:

Universal Role of Borrowing: All three languages demonstrate that extensive foreign borrowing is a significant and universal source of homonymy. The influx of words from other languages frequently leads to formal coincidences with existing native lexicon or other loanwords

(e.g., English air/heir, Russian брак/брак, Kazakh қалам/қалам). This underscores that linguistic contact is a major cross-linguistic factor.

Semantic Divergence: The process of a single word's meaning evolving to the point where its senses become unrelated (e.g., English pupil 'of eye'/'student', Russian свет 'light'/'world') is common across all typologies, indicating a universal cognitive or historical linguistic process.

Context as Ultimate Disambiguator: Regardless of the specific type of homonym or its formation, semantic and pragmatic context remains the most powerful and universally applied mechanism for disambiguation in all three languages. Surrounding words, knowledge of the world, and situational cues are indispensable.

Differences:

Primary Mechanism of Formation: The most striking difference lies in the dominant internal mechanisms of homonym formation:

English relies heavily on phonetic regularization over irregular spelling (leading to homophones) and zero-derivation.

Russian's unique mobile stress is its defining homonymic feature, generating numerous homographs, alongside morphological coincidence of inflected forms.

Kazakh's monosyllabic roots within an agglutinative system lead to a high density of full homonyms where distinct roots happen to share identical basic forms.

Role of Stress: Stress plays fundamentally different roles:

Phonemic and Mobile in Russian: Both a source of homonymy (homographs) and a primary means of disambiguation.

Fixed in Kazakh: Neither a significant source of homonymy nor a disambiguator.

Lexical but not always predictable in English: Can cause some homographs (noun/verb stress shifts), but not as systematic or extensive as in Russian.

Influence of Morphology:

Russian (Fusional): Its rich inflectional system *creates* homonyms (morphological coincidence) but also *disambiguates* them by providing distinct forms in other cases/tenses.

Kazakh (Agglutinative): Its highly transparent suffixation largely *prevents* morphological ambiguity at the suffix level but *extends* root homonymy to derived forms. However, the distinct categories of suffixes (nominal vs. verbal) are key for disambiguation.

English (Analytic): Minimal morphology means it's neither a significant source nor a primary disambiguator of lexical homonyms, with grammatical roles conveyed syntactically.

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УДК 811.111'37'373.611

ПОСЛОВИЦЫ И ПОГОВОРКИ КАК ОТРАЖЕНИЕ КАРТИНЫ МИРА

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Түйін

Бұл мақалада ағылшын, қазақ және орыс тілдеріндегі омонимдерге қатысты кешенді салыстырмалы типологиялық талдау ұсынылған. Алдыңғы тараулардағы егжей-тегжейлі зерттеулерге сүйене отырып, бұл бөлім омонимдердің табиғатындағы, көздеріндегі және мағынасын ажырату механизмдеріндегі ұқсастықтар мен айырмашылықтарды көрсетеді, осы ерекшеліктерді әр тілдің функционалдық және құрылымдық типологиясымен нақты байланыстырады. Аналитикалық тілді (ағылшын), флективті тілді (орыс) және агглютинативті тілді (қазақ) салыстыру арқылы, бұл талдау лингвистикалық типологияның омонимия феноменіне қалай әсер ететінін терең түсінуді қамтамасыз етуге бағытталған, соңында оның аударма және тіл үйрену үшін маңызын қорытындылайды.

Түйінді сөздер: омонимия, лингвистикалық типология, салыстырмалы талдау, ағылшын тілі, қазақ тілі, орыс тілі, аударма үшін маңызы, тіл үйрену

Аннотация

Эта статья представляет комплексный сравнительный типологический анализ омонимов в английском, казахском и русском языках. Опираясь на детальные исследования в предыдущих главах, данный раздел выделит сходства и различия в природе, источниках и механизмах деамбигуации омонимов, явно коррелируя эти различия с функциональной и структурной типологией каждого языка. Сравнивая аналитический язык (английский), флективный язык (русский) и агглютинативный язык (казахский), этот анализ направлен на обеспечение тонкого понимания того, как лингвистическая типология влияет на феномен омонимии, завершаясь его последствиями для перевода и изучения языка.

Ключевые слова: омонимия, лингвистическая типология, сравнительный анализ, английский язык, казахский язык, русский язык, значение для перевода, изучение языка

Языковая картина мира является объектом исследования многих ученых и рассматривается как с позиций традиционной лингвистики, так и с точки зрения когнитивного подхода – это важная составляющая часть общей концептуальной модели мира, т.е. совокупность представлений и знаний человека о мире, интегрированная в некое целое и помогающая человеку в его дальнейшей ориентации при восприятии и познании мира. Понятие картины мира относится к числу фундаментальных понятий, выражающих специфику человека и его бытия, его взаимоотношения с миром, важнейшие условия его существования в мире [1].

Любой человек способен понимать мир и самого себя благодаря языку, в котором закрепляется общественно-исторический опыт – как общечеловеческий, так и национальный. Интерес современного человека к истокам своей культуры заставляет его внимательно всмотреться в язык. Отголоски прошлых лет сохранились по сей день в пословицах, поговорках, фразеологизмах. Именно поэтому пословицы и поговорки занимают особое положение в языке, а их изучение как объекта лингвистического исследования является актуальным.

Составитель знаменитого словаря русских пословиц В.Даль дает следующее определение пословицы: «Пословица – коротенькая притча. Это суждение, приговор, поучение, высказанное обиняком и пущенное в оборот, под чеканом народности. Как всякая притча, полная пословица состоит из двух частей: из картины, общего суждения и из приложения, толкования, поучения, нередко, однако же, вторая часть опускается, предоставляется сметливости слушателя».

Учитывая тот фактор, что пословица является неотъемлемым элементом народного творчества, можно отметить следующие требования к её формированию:

1. Выражение общего на примере конкретного («*Don't count your chickens until they are hatched*», «*Сделал дело – гуляй смело*» – бытовая ситуация используется для обозначения общего положения: о результатах можно судить только тогда, когда дело уже закончено).

2. Благозвучность («*Haste makes waste*», «*Что мне законы, коли судьи знакомы*»).

3. Краткость и односложность сочетаний («*I'll gotten, I'll spent*», «*Поспешишь – людей насмешишь*»).

4. Конкретизация и олицетворение отвлеченных понятий («A clean hand wants no washing», «*Хмель шумит — ум молчит*»).

Изучению пословиц и поговорок посвящено большое количество исследований таких ученых как А.Н. Афанасьев, Ю.И. Левин, В.П. Жуков К.И. Григас, Г.Л. Пермяков, А. Дандис, Х. Касарес, В.В. Гвоздев, А.А. Потебня, Ф.И. Буслаев, и мн. др.

Как известно, пословицы и поговорки являются единицами паремиологии (от греч. паремия «нравоучительное изречение»). Несмотря на то, что данные паремиологические единицы хорошо изучены в лингвистике, их описание остается актуальным, так как современные ученые пытаются рассмотреть пословицы и поговороки с лингвокультурологических позиций как стереотипов народного сознания [2].

Из пословиц и поговорок во многом складывается языковая картина мира, определяющая восприятие мира носителями языка. В лингвистике можно выделить несколько определений языковой картины мира. «Языковая картина мира – это выработанное многовековым опытом народа, осуществляемое средствами языковых номинаций изображение всего существующего как целостного и многоступенчатого мира в своем строении и в осмысляемых языком связях своих частей, представляющего, во-первых человека, его материальную и духовную жизнедеятельности и, во-вторых, все то, что его окружает: пространство и время, живую и неживую природу, область созданных человеком мифов и социум». Анализируя картину мира, которая создается пословицами и поговорками, в качестве основного признака можно назвать антропоцентричность.

В языковую картину мира, создаваемую пословицами и поговорками, входят представления одного народа о другом (гетеростерео-типные представления), либо о своем народе (автостереотипные представления). Например, пословицы *«Как русский за штык берется, так враг трясется»* или *«Русский в словах горд, в делах тверд»* являются свидетельством представления русского этноса о самом себе. А вот пословицы «*У немцев шинели не по русской метели*», «*Что русскому здорово, то немцу смерть*» «*На француза и вилы ружье»,* «*Хохлы никуда не годятся, да голос у них хорош»,* «*Цыган раз на веку правду скажет, да и то покается»* представляют собой стереотипное представление как о русском этносе, так и об этносе других народностей.

На сегодняшний день нет точного определения терминов «пословица» и «поговорка». Чтобы выявить статус пословиц и поговорок, исследователи пытаются разграничить их по существенным признакам.

А.И. Гаевая считает, что поговорки – это «структуры, имеющие только буквальный план содержания, не носящие обобщенного характера высказывания, формально не организованные как предложения, поддающиеся идентификации при помощи слов-синонимов». Также она определяет некоторые отличительные характеристики пословицы. К ним относятся образность, обобщенная форма передачи мысли, идейно-эмоциональная насыщенность, способность к эстетической оценке разных явлений жизни, ритмический строй, композиция.

Таким образом, можно сделать вывод о том, что в языковом сознании носителей языка пословицы и поговорки играют значимую роль, так как позволяют проникнуть в национально-культурные особенности языковой картины мира нации. Именно всестороннее изучение паремии даст возможность понимания специфики русской ментальности и культуры.

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УДК 811.111'37'373.611

ПОСЛОВИЦЫ, ПОГОВОРКИ И ИХ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ ПОТЕНЦИАЛ

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Түйін

Бұл мақала мақал-мәтелдердің лингвомәдени әлеуетін жан-жақты талдауға арналған. Онда мақал-мәтелдердің тілдік жүйедегі орны, олардың мәдени құндылықтарды, ұлттық менталитетті және дүниетанымды жеткізудегі рөлі қарастырылады. Мақал-мәтелдердің тек тілдік бірлік ретінде ғана емес, сонымен қатар халық даналығының, тарихы мен дәстүрінің көрінісі ретіндегі маңыздылығын көрсетеді. Мақалада мақал-мәтелдердің қарым-қатынастағы прагматикалық функциялары, олардың тәрбиелік және әлеуметтік рөліне баса назар аударылады. Зерттеу мақал-мәтелдердің мәдениетаралық коммуникациядағы орнын және тіл үйренудегі қолданылуын ашуға бағытталған.

Түйін сөздер: Мақал-мәтелдер, лингвомәдениеттану, мәдени әлеует, тілдік бірліктер, ұлттық менталитет, халық даналығы, мәдениетаралық коммуникация.

Abstract

This article is dedicated to a comprehensive analysis of the linguocultural potential of proverbs and sayings. It examines their place within the linguistic system and their crucial role in conveying cultural values, national mentality, and worldview. The authors highlight the significance of proverbs and sayings not only as linguistic units but also as reflections of folk wisdom, history, and traditions. The article emphasizes their pragmatic functions in communication, as well as their educational and social roles. The research aims to reveal the place of proverbs and sayings in intercultural communication and their application in language learning.

Keywords: Proverbs, Sayings, Linguoculturology, Cultural potential, Linguistic units, National mentality, Folk wisdom, Intercultural communication.

Для полноты исследования следует обратиться к тому, как объясняли понятия «пословица» и «поговорка» многие ученые.

Как в русском, так и в английском языках существуют фразеологические единицы, называемые пословицами.

Пословицы – это форма языкового творчества народа, отражающая его мудрость и интеллект.

Главной особенностью, отличающей фразеологические выражения от свободных

словосочетаний, является то, что они не создаются говорящим, а используются в речи как готовые единицы с постоянными лексическими компонентами и значением. Существует разделение фразеологических выражений на номинативные фразеологические выражения и коммуникативные фразеологические выражения [72]. Некоторые ученые относят пословицы к группе коммуникативных фразеологических выражений [64]. Фразеологические выражения этого типа представлены как похожие на предложение. Они всегда используются как единая фраза и выражают некоторое суждение: " "*oil and water will never mix*", "гусь свинье не товарищ", "*gossip and lying go hand in hand*", "сплетни и ложь рука об руку идут" или "где сплетни, а где ложь – не разберешь" и т. д.

В работах филологов можно найти следующее определение понятия «пословица» – это короткое, часто ритмичное выражение, представляющее собой законченную фразу и выражающее определенную идею» [49].Такое же мнение представлено в работах М.А. Мещеряковой, которая трактует пословицу как «краткое, полное, образное выражение обобщающего характера; поучительное наблюдение из реальной жизни, которое может быть использовано в разных случаях и ситуациях; фольклорная малая жанровая форма» [1]. Аналогичные определения термину «пословица» даны В.Л. Архангельским и Г.Л. Пермяковым [2]. Даль определяет пословицу в «Словаре русских пословиц» как «короткую притчу, суждение, предложение, наставление, сказанное намекающе и приведенное в исполнение народом» [3].

С.И. Ожегов, составляя толковый словарь, определяет пословицу как «краткое народное выражение с определенным наставлением, народный афоризм» [1].

Словарь современного английского языка Лонгмана дает следующее определение: пословица – это краткое известное высказывание, содержащее советы о жизни в целом [2].

Пословицы употреблялись всякий раз, когда похожая ситуация повторялась. Каждая пословица рассказывает и дает урок [2]. Пословицы являются одними из самых древних и наиболее универсальных литературных форм. Пословицы являются анонимным литературным отражением мудрости простого человека в прошлые века.

Таким образом, можно сделать вывод, что пословица – это широко распространенное, короткое, часто ритмичное выражение, представленное в виде законченной фразы, передающей какую-то идею, имеющее прямое, поучительное значение. Полнота и поучительность – главные черты пословицы.

Пословицы – это продукт культуры, основанный на наблюдении и кратко, но пространно выражающий повседневную мудрость и философию народа, то есть носителей языка [4]. Пословицы – это «автобиография народа», «зеркало культуры» [3]. Изучая народные пословицы, можно многое узнать о самом народе и его культуре. Пословицы выражают народную мудрость и дух. Знание пословиц народа способствует лучшему пониманию его образа мышления, его характера и языка.

Тот факт, что пословицы отражают некоторую наблюдательность, знание природы человека, его поступков, сущности мира, дает ученым возможность говорить о так называемом «пословичном менталитете» и «пословичной картине мира». Например, Е.В. Иванова в работе "Мир в английских и русских пословицах" говорит о существовании пословичной картины мира как «отдельного элемента языковой картины мира» [4]. Пословичный менталитет – это, конечно, не собственный менталитет, потому что это качество целых народов, а менталитет определенных социальных групп, отраженный в пословицах [4].

Пословицы и поговорки хранят в языке крупицы народной мудрости. В них отражается история и мировоззрение создавшего их народа, его традиции, здравый смысл, нравы, обычаи и юмор. В английском языке живут сотни пословиц и поговорок. Они создавались многими поколениями людей, развивались и совершенствовались в течение столетий. Знание английских пословиц и поговорок обогащает словарный запас, помогает усвоить образный строй английского языка, развивает память, приобщает к народной мудрости, помогает совершенствованиюзнаний о культуре этого народа.

Интересно, что многие пословицы и поговорки, жемчужины народной мудрости, интернациональны и что к английским пословицам часто можно подобрать русские пословицы, имеющие почти тот же смысл. Англичане пользуются пословицами и поговорками в разговорах довольно часто. Пословицы являются достижением всего народа, т.е. англичан, во время беседы часто достаточно сказать только начало пословицы, остальная часть легко дополняется собеседником.

"What John can see in that man, I can't think. – Birds of a feather, perhaps? – Perhaps. If he is not careful it'll be a case of a fool and his money, I'm afraid." (W.J.Ball, Conversational English) («Что Джон видит в этом мужчине, не понимаю. Возможно, они одного поля ягоды? – Возможно. Если он беспечен, то он – дурак, и это будетстоить ему денег»).

Эти фразы заслуживают особого внимания не только потому, что они встречаются в разговорах, а также в письменной речи чаще, чем пословицы в полной форме, но и потому, что они богаты возможностями создания игры слов, которая является существенной особенностью хорошей английской речи.

Пословица является предложением, которое не создается в процессе речи, а воспроизводится как готовая единица. Она устойчива, выражает известную правду и некоторое увещевание, будучи краткой и живой формой часто содержит параллелизм, рифму и аллитерацию. Типичной чертой многих пословиц и поговорок является контраст, который выражается антонимами. Например, "*Actions speak louder than words*", "*A bird in the hand is worth two in the bush*". («Не по словам судят, а по делам»), («Лучше синица в руках, чем журавль в небе»).

Итак, можно сказать, что пословицы и поговорки хранят в языке крупицы народной мудрости, исторические факты, мировоззрение, традиции, здравый смысл, нравы, обычаи и юмор. Создаваемые многими поколениями людей, они развивались и совершенствовались в течение столетий. Знание пословиц и поговорок обогащает словарный запас, приобщает к народной мудрости, расширяет и углубляет знания о культуре народов мира.

Большое множество пословиц дали начало фразеологизмам. Последние вообще состоят из двух или более слов, которые соответствуют синтагме в пословице. Фразеологизмы широко используются в речи, и некоторые из них даже более популярны, чем соответствующие им пословицы. Пословицы и поговорки содействуют яркости, выразительности речи, в то время как их излишнее употребление делает речь неестественной и производит комический эффект.

Отличие фразеологизмов от пословиц и поговорок: пословицы и поговорки представляют собой законченное предложение. В основе их целостного смыслового содержания лежат не понятия, а суждения.

Пословицы, поговорки обладают смысловой и интонационной завершенностью, синтаксической членимостью, категориями предикативности и модальности, т.е. всеми конструктивными признаками предложения. Они сохраняют два плана – буквальный и переносный. Пословицы и поговорки имеютнародное происхождение.

Фразеологизм передается словом или словосочетанием. В основе – лексическое значение. Выражения, соотносятся по форме с предложением, имеющим открытую, незамкнутую структуру, например, глаза на лоб лезут у кого-либо, искры из глаз посыпались у кого-либо, комар носу не подточит, молоко на губах не обсохло, небо с овчинку показалось, руки чешутся у кого-либо и т.д. Подобные выражения – это фразеологизмы. Фразеологизмы лишены такой особенности: они не могут одновременно употребляться в буквальном иперенос ном значении [5].

Современные филологи в своих научных работах все чаще затрагивают проблематику перевода некоторых жанров устного народного творчества. Осенью 2017 г. на ежегодной лингвистической конференции в Чикаго ученые посвятили целую секцию языку В.В. Путина. Профессор Университета Западной Джорджии, доктор филологии Илэйн Мак Киннон в своей исследовательской работе «Путин и язык прошлого, речевой коктейль имперского и советского» заявила о том, что американским лингвистам приходится часто

обращаться к российским коллегам за расшифровкой речи В.В. Путина.

«Жевать сопли», «стоять в раскорячку», «шарить по школам», «шакалить по посольствам» и многие другие выражения порой ставят переводчиков в недоумение. Иногда российский президент вставляет в свои выступления такие пословицы и поговорки, которые может понять и не всякий носитель русского языка. К примеру, произнесенная Владимиром Владимировичем на итоговой пресс-конференции в 2008 году поговорка «шило в стенку и на боковую».

К уголовному миру, как подумали многие зарубежные переводчики, это отношения не имеет. Это выражение пришло из языка спецслужб и связано со способом сшивания дел: следователь протыкал папку шилом и сшивал суровыми нитками. А воткнуть шило в стенку означало дело закрыть.

Участники молодежного проекта «Вокруг огромная страна» (ВОС) обратив внимание на то, что в риторике президента важную роль играет обращение кмудрости русского народа, проанализировали официальные выступления В.В. Путина за последние 15 лет и создали генератор ответов, где президент вам ответит на любой вопрос в виде пословицы или поговорки.

Пословицы рассматривают как один из основных «кодов» культуры, как «язык веками сформировавшейся обыденной культуры», передающейся изпоколения в поколение и отражающей все категории и установки жизненнойфилософии народа – носителя языка.

Пословицы и поговорки изучаются также с позицій когнитивной лингвистики как отражение менталитета народа, о чем пишет Е.С. Мезенцева: «Пословичный менталитет не менталитет языка, но отраженный в пословичном фонде менталитет народа, точнее, определенных социальных групп народа.

Пословичный менталитет – это один из вариантов языкового менталитета,шире – один из вариантов народного менталитета» [5].

Таким образом, лингвокультурологический анализ пословиц и поговорок помогает определить национально-культурную специфику лексических единиц.

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УДК 81'373.2:659.1

РОЛЬ ИМЕНИ СОБСТВЕННОГО В ТЕКСТАХ РЕКЛАМЫ

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Түйін

Бұл мақала жарнама мәтіндеріндегі жалқы есімдердің (ономастикалық бірліктердің) рөлін зерттеуге арналған. Зерттеу жалқы есімдердің (бренд атаулары, тауар белгілері, компания атаулары, жеке есімдер) жарнамалық коммуникациядағы тиімділігін, олардың тұтынушылардың қабылдауына, есте сақтауына және шешім қабылдауына әсерін талдайды. Мақалада жалқы есімдердің прагматикалық, когнитивтік және мәдени функциялары, сондай-ақ олардың жарнамалық хабарламаны күшейтудегі және мақсатты аудиториямен эмоционалды байланыс орнатудағы маңызы қарастырылады. Алынған нәтижелер лингвистика, маркетинг және жарнама теориясы салалары үшін практикалық мәнге ие.

Түйін сөздер: Жалқы есім, ономастика, жарнама, жарнамалық мәтін, бренд атауы, коммуникация, прагматика, қабылдау

Abstract

This article investigates the role of proper names (onomastic units) in advertising texts. The study analyzes the effectiveness of proper names (brand names, trademarks, company names, personal names) in advertising communication, examining their influence on consumer perception, memorability, and decision-making. The article explores the pragmatic, cognitive, and cultural functions of proper names, as well as their significance in enhancing the advertising message and establishing an emotional connection with the target audience. The findings have practical implications for the fields of linguistics, marketing, and advertising theory.

Keywords: Proper name, Onomastics, Advertising, Advertising text, Brand name, Communication, Pragmatics, Perception.

Прежде чем говорить об именах собственных в рекламном дискурсе, следует рассмотреть раздел языкознания, изучающий имена собственные, который называется ономастика. Ученые-лингвисты дают разное толкование термину "ономастика". В первую очередь рассмотрим определение, которое дает ее основоположник А.В. Суперанская. В своей работе "Теория имени собственного" она предлагает два следующих определения. Во-первых, этим термином обозначается комплексная наука об именах собственных, во-вторых - это сами имена собственные. Причём имена собственные в науке обозначаются также термином онимия [1].

Ономастическое пространство можно определить как "совокупность имен собственных, употребляющихся в языке данного народа в определенный исторический период для именования реальных, гипотетических и фантастических объектов с учетом ограничения объема этого пространства заданными исследователем рамками отбора фактического материала (Супрун 2000: 6).

Подведя общий итог научных исследований, можно выделить, что ономастика как наука изучает имена собственные, а именно их зарождение, становление и развитие.

Имя собственное - это сложная, многообразная и многоступенчатая система, являющаяся частью лексической системы языка, которая требует отдельного изучения [2].

Определением термина "имя собственное" ученые занимаются с древних времен, где свои взгляды на определение этого термина излагали еще: Аристотель, Платон, Диодор Крон, Сократ, еще известны Т. Гоббс, Х. Джозеф, Соссюр и многие другие.

Имена собственные отличают именуемый объект индивидуальностью, определенностью и конкретностью, делая основной упор на характеристику звучания, а не на лексическое значение.

В речи онимы выполняют многочисленные функции, основной из которых является функция выделения и идентификации. В своей научной работе "Функции собственных именований в художественном тексте" Ю.В. Ермакова, под функциями онимов понимает обозначение самого предмета, его наименование, особенно если происходит изучение языка художественной литературы [3].

Реклама - это многогранное и многоаспектное явление современной индустрии торговли. Она затрагивает различные профессиональные сферы и привлекает внимание представителей различных профессий. Дать точное определение термину "реклама" из-за

нечеткости его критериев сложно, и у ученых разных областей знаний складываются разные определения этого термина.

В рекламе, имена собственные используются, для того чтобы привлечь внимание покупателя, а для того, чтобы эффективно продвигать свои товары и услуги грамотно составленная реклама выступает "двигателем торговли". Для реализации различных рекламных проектов рекламодатели приглашают специалистов в области маркетинга, которые анализируют рынок и оценивают потребности покупателя.

Для того чтобы заинтересовать потребителя, реклама должна обладать определенными свойствами. Информационный текст должен формировать у покупателя чувство социальной значимости при приобретении товара или услуги. В тоже время, мысль должна быть изложена ясно, лаконично, при наличии сложного текста потребитель не сможет воспринять информацию в полном объеме, и есть вероятность того, что желания приобрести предлагаемый товар не возникнет.

А.В. Олянич в своем научном труде "Рекламный дискурс и рекламный текст" дает два определения термину реклама. Первое определение характеризует рекламу как своеобразную форму коммуникации, которая пытается перевести качество товаров и услуг на язык нужд и потребностей покупателей. Второе определение термина: реклама - это оповещение людей всевозможными способами для создания широкой известности чего-либо, например, распространение информации о потребительских свойствах товара и преимуществах различных видов услуг с целью их реализации и повышения спроса на них, для чего используется определенный арсенал средств и приемов, организуемых в коммуникативные стратегии манипулирования [4].

Рекламный дискурс как вид коммуникации - это сложный социокультурный феномен, который является составляющей более широкого социального взаимодействия, охватывает многие сферы жизни современного социума и, таким образом, оказывается связанным с разнообразными видами человеческой деятельности.

Рекламный текст - это коммуникативная единица, функционирующая в сфере маркетинговой коммуникации для неличного оплаченного продвижения товара, услуги лица или субъекта, идеи, социальных ценностей.

К основным чертам рекламного текста относятся: обращение к какому - либо адресату, затрагивание его интересов, способность к распространению информации о товарах и услугах и их реализации.

Текст рекламы содержит информацию о физическом или юридическом лице; товарах, идеях и начинаниях, предназначен для неопределенного круга лиц, призван формировать или поддерживать интерес к физическому, юридическому лицу, товарам, идеям, начинаниям, способствует реализации товаров, идей, начинаний.

Рекламный дискурс - вид коммуникации, который представляет собой сложный социокультурный феномен, является составляющей более широкого социального взаимодействия, охватывает многие сферы жизни современного социума и связан с разнообразными видами человеческой деятельности.

Экспрессивная функция антропонимов. Как уже указывалось в первой главе нашего исследования, экспрессивную функцию выполняют имена собственные с широкой известностью. Использование имени известного персонажа в рекламном проекте вызывает интерес у потребителя, что может выразиться в разных проявлениях, начиная с того, что потребитель просто ознакомится с содержанием текста, заканчивая итоговой целью рекламы - приобретением товара.

Coco Chanel. Mademoiselle. Chanel - (Коко Шанель мадмуазель, реклама парфюмерной воды) когда потребитель видит рекламу данного парфюма, где известная актриса Кира Найтли в красивом платье катается на лодке с привлекательным мужчиной, девушки подсознательно думают, что если они купят такой парфюм, то они создадут себе похожий романтичный образ. Использование в названии парфюма имени Коко Шанель, основоположницы французской моды, вызывает желание приобрести себе этот парфюм,

потому что он создан известным Домом моды, а дополнение Мадемуазель подчеркивает, что эта марка создана специально для молодых девушек.

Чтобы раскрыть, чем привлекательна такая реклама, приведем еще один яркий пример - Vittorio Bellucci Leonardo Da Vinci (Витторио Белучи Леонардо да Винчи). Решив назвать парфюм в честь известного итальянского художника, производитель ориентировался на звучное имя. Такой парфюм привлечет внимание представителей творческой профессии, заинтересует молодежь или поклонников искусства.

Ariel Brilliant Delux (Ариель, Брильянтовый блеск - реклама стирального порошка). Использование в рекламе стирального порошка имени известного сказочного персонажа, русалочки Ариель, созданной Уолтом Диснеем, вызывает у потребителя множество ассоциаций, начиная с того, что русалочка живет в воде, вода - это символ чистоты, следовательно, если стирать этим порошком, то он однозначно стирает лучше, чем другие его аналоги.

Объем рекламного текста как его количественная характеристика связан с действием гендерного фактора. Если в женской рекламе слово является самой распространенной единицей объема, то в мужской рекламе преобладают тексты с большим количеством предложений. Можно говорить о том, что реклама для женщин тяготеет к краткости, тогда как реклама для мужчин – к подробной и развернутой, детальной информации.

В подавляющем большинстве случаев слово, которым ограничивается рекламный текст, – это название торговой марки, бренд. Бренд – новое понятие в научной терминологии (от англ. "brand" – клеймо), и его орфография еще не вполне устоялась, поэтому встречаются два варианта написания этого слова: «бренд» и «брэнд».

Торговая марка, определяемая как "vecteur de sens" [2], становится брендом тогда, когда ее имидж становится значимым для большого количества людей. Бренд является ориентиром для потребителя среди других многочисленных однотипных товаров и рассчитан на то, чтобы у потребителя сформировалось нужное отношение к товару.

Можно говорить о том, что в бренде есть денотат (продукт) и привязанные к нему сигнификаты: имя (название), марка, качество, цена, вид, репутация, позиция среди других брендов, связь с определенной потребительской ситуацией и присущим ей набором ролей, правил, ценностей, и именно наличие этих составляющих делает продукт брендом [3].

Реклама, состоящая из слова-бренда, предельно лаконична, эффективна и столь же выразительна. Можно сказать, что известный бренд в рекламе не нуждается или, точнее, что он сам себя рекламирует.

Бренд – это лучшая реклама товара, конечно, при условии престижности и известности соответствующей торговой марки. Чаще всего бренд является именем собственным, т.е. именем владельцев известных модных марок, домов высокой моды, которые существуют уже много лет: Dior; Chanel; Prada; Kenzo; Valentino; Fendi и т.п.

Иногда бренд состоит из двух имен собственных, которые графически оформляются как единое целое, т.е. как одно сложное слово: Dolce&Gabbana; Van Cleef&Arpels; Paul&Joe.

Бренд может содержать не только фамилию владельца бренда, но и его имя, которое в свою очередь может быть составным; вместе они составляют бренд: Ralph Lauren; Sonia Rykiel; Guy Laroche; Yves Saint-Laurent; Jean Paul Gautier. Иногда используются сокращенные, инициальные бренды: D&G (Dolce&Gabbana); GR (Georges Rech).

Когда бренд полифункционален, т.е. под одной торговой маркой продаются и, соответственно, рекламируются разные товары, возникает необходимость уточнить, о каком товаре идет речь. Такая полифункциональность бренда свойственна в большей степени женской рекламе, где один и тот же бренд может встречаться несколько раз в одном и том же журнале, при этом рекламируя разный товар: одежду, аксессуары (сумки, очки), парфюмерию. Например: D&G. Lingerie; D&G. Lunettes; Dior. Eau de toilette; Dior. Lunettes; Celine. Lunettes; Eres. Lingerie.

Иногда предметная область бренда определяется указанием не на товар, а на профессию, товарную специализацию владельца торговой марки. Например: Dinh Van.

Joaillier; Paillard. Créateur-Joaillier-Horloger. Кроме того, может использоваться словоназвание "collection", когда рекламируется набор товаров той или иной марки. Например: Ralph Lauren. Collection; Donna Karan. Collection.

Реклама, состоящая из одного бренда, – минимальная по объему разновидность рекламы. В ряде случаев объем рекламного текста увеличивается за счет того, что слово-бренд сопровождается словом-названием. Последнее может быть в свою очередь названием товара – именем нарицательным или именем собственным, а также географическим названием.

Несмотря на структурно-семантическое разнообразие прагматонимов, даже в рамках одного вида продуктов (ср., например, названия соков российских производителей: «Я», «Добрый», «Спеленок», «Фруктовый сад», «J7»), они относятся к одному разряду ономастической лексики. Общими свойствами, объединяющими все прагматонимы, являются, во-первых, особенности индивидуализации (индивидуализируется и воспринимается предметно право собственности на определенный вид товара), во-вторых, принадлежность к языку рекламы, что определяет их ярко выраженную прагматическую направленность (уже при создании прагматонима учитывается будущее воздействие на адресата).

Многократное повторение прагматонимов в рекламном тексте можно рассматривать как их вхождение в речь, своеобразное «речевое крещение». Они являются самыми частотными знаками рекламного текста, встречаются во всех его частях – заголовке, слогане, основном тексте, эхо-фразе – что способствует прочному запоминанию прагматонима, установлению связи информации о рекламируемом товаре и его имени. Это позволяет рассматривать прагматонимы как ключевые знаки рекламного дискурса, функционирующие на когнитивном уровне рекламного воздействия.

Кроме того, исследование значительного количества рекламных текстов показало, что их большая часть построена по риторической модели «имя», детально описанной еще в работах М.В. Ломоносова. В таких текстах источником изобретения содержания становится обращение к внутренней форме рекламного имени, а также к его внешнему, звуковому облику, к его стилистическим и паралингвистическим возможностям [4].

Проиллюстрируем наиболее частотные случаи реализации данной модели характерными примерами из текстов российской рекламы.

Реализация семантического потенциала прагматонима предполагает использование таких приемов, как семантизация и семантический каламбур. Необходимо отметить, что семантизация прагматонима возможна лишь в тех случаях, когда прагматоним образован в результате апеллятивации от значимого слова естественного языка (например, йогурт «Чудо»). Под семантизацией такого прагматонима мы понимаем актуализацию его доономастического значения, то есть лексического значения слова, положенного в основу имени товара. (Всё, что выходит за рамки обычного, мы привыкли называть чудом. «Чудо-йогурт» – наш йогурт). К семантизации можно также отнести перевод прагматонима («Newhouse» – мебель для нового дома) или расшифровку аббревиатуры («АОС» - абсолютно оптимальная система). Отметим, что такое обращение к происхождению или смыслу прагматонима несет важную рекламную информацию, сообщает сведения об объекте на незначительном линейном отрезке рекламного текста [5].

Семантический каламбур в рекламном тексте, как правило, строится на многократном повторении прагматонима, употреблении его и в ономастическом и в доономастическом значении, что создает эффект обманутого ожидания (Жить хорошо, а с любимым еще лучше. Сок «Любимый». Миг – и голова не болит. Средство от головной боли «Миг»). «Оживлению» доономастического значения прагматонима также способствует употребление в рекламном тексте однокоренных слов (Почувствуйте легкость, станьте активными с «Активиа») [5].

Реализация в русском рекламном тексте фонетического потенциала названия отмечается преимущественно у прагматонимов с неясной внутренней формой –

искусственно созданных или образованных от иноязычных слов. Семантический потенциал реализуется, во-первых, за счет использования различных видов аллитерации, при которых от прагматонима идет своеобразное «звуковое эхо» («Wella» – вы великолепны; «Rowenta» – радость в вашем доме; «Skitles» – не кисни). Во-вторых, за счет постановки прагматонима в сильную позицию рифмы в рекламных рифмовках (Новый «Миф-универсал» сохраняет капитал). Примечателен тот факт, что при переводе рекламных текстов авторы в большинстве случаев стремятся сохранить рифму и ритмический рисунок оригинала (ср.: «Gillettee» – the best the man can get и «Жиллет» – лучше для мужчины нет).

В-третьих, достаточно частотное средство реализации фонетического потенциала прагматонима – языковая игра, основанная на фонетическом каламбуре, при котором прагматоним вводится в прецедентное высказывание на основе фонетического сходства с одним из его компонентов (С Новым «Бошем»! С «Пепси» по жизни). К фонетическим каламбурам близок прием имитации народной этимологии с ее поиском «понятного в непонятном». Например, серия рекламных роликов жевательной резинки «Орбит», в которых действие с участием инопланетных героев происходит «на орбите».

Реализация стилистического потенциала происходит при использовании прагматонима в качестве образного средства – в составе тропов и стилистических фигур. Обратим внимание на то, что отмеченная выше связь прагматонима со свойствами товара может быть выражена не только прямо («Comet» – очистит то, что другим не под силу; «Indesit» – прослужит долго), но и косвенно, посредством метафоры («Мотилиум» – мотор для вашего желудка; «Shell» – в сердце твоей машины). При косвенной связи прагматонима со свойствами рекламируемого товара нередко происходит олицетворение имени («Арсенальное» – пиво с мужским характером; «Памперс» знает, что малыш желает). В этих случаях имя приобретает дополнительные оценочные значения, что в значительной степени способствует его запоминанию. Выделяется также особый вид олицетворения прагматонимов – ситуативный трансонимизационный перенос названия товара на лиц, действующих в качестве рекламных персонажей (чай «Принцесса Канди» - принцесса Канди; шоколад «Аленка» – девочка Аленка; моющее средство «Mr. Proper» – мистер Proper).

Особая концентрация имен собственных наблюдается в рекламных текстах с использованием ложной фигуральной аналогии. Например, происходит весьма неожиданное столкновение малоизвестного прагматонима и широко известного антропонима (Земля вертится – доказано Галилеем. Надежная техника существует – доказано «Zanussi»). Реализация паралингвистического потенциала предполагает выделение имени или его значимых частей помощью дефиса, апострофа, шрифта, цвета, специальных графических знаков (МИРовое качество. МИРные цены – реклама торгового комплекса «Мир». Про100% сок – гарантия качества и вкуса – реклама сока «Просто сок». Особенности NATSионалльного цветополива - реклама шоколадного батончика «Nuts»).

Кроме того, телереклама – это особый вид креализованного текста, в структурировании которого задействованы разные коды семиотических систем. Паралингвистические средства текста телерекламы (видеоряд, музыкальное и шумовое оформление) усиливают его семантическое и психологическое воздействие, а также способствуют более прочному запоминанию прагматонима. Например, легко узнаваемая закадровая мелодия «Соловей, соловей, пташечка», сопровождающая рекламный слоган («Камышинские колбасы Соловьева» – колбасы с фамилией!), точно и лаконично актуализирует внутреннюю форму фамилии, от которой образован прагматоним [6].

Таким образом, на когнитивном уровне воздействия прагматонимы эксплицируют те черты, которые должны обеспечить понимание, запоминание и оценку рекламной информации.

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