

# NEW PARADIGM IN MODERN LANGUAGE TEACHING

COLLECTIVE MONOGRAPH



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The collective monograph characterizes the ideal model of the personality of a Kazakhstani teacher, considering the social realities of society, people's attitudes towards the teaching profession, and life requirements for personal qualities and actions; the formation of humanistic values in the process of professional activity through the plans and methods of teaching English, contributing to the identification and development of fundamental humanistic values among students. The continuity of professional training of a teacher in its theoretical, practical, and organizational role plays a crucial role in reforming the Kazakh system of training teachers and adapting to the requirements of the international educational space.

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## PREFACE

The studies' relevance is due to the peculiarities of the modern period of modernization of education as a large-scale program of the government, carried out with the active assistance of society, and the cardinal changes associated with this in the professional activity of educators. The reform of various aspects of the Kazakhstani government, being a source of the necessary human resources. At the same time involves the continuous update of knowledge and practical skills of a specialist, including through self-education.

In modern conditions of changing the paradigm of education, the most crucial component of which is the idea of lifelong education, the process of formation of professional qualities and abilities of the individual must occur continuously and throughout life; This is obvious since the knowledge and skills acquired by teachers while studying at a university become insufficient to solve the new challenges facing the school. Public expectations link the teacher's activity with his creative independence, mobility, high intellectual and moral potential, professional competence, and cultural level, which is ahead of the degree of the social environment.

In this regard, the requirements for pedagogical activity imply the teacher's readiness for continuous self-education aimed at improving theoretical training in the subject and psychological and pedagogical knowledge. These features allow the teacher to adapt to new conditions, highlighting the need to search for and implement competencies in the practice of professional development of teachers of new adult education technologies, stimulating the educational activity of the individual.

In modern conditions of insufficient certainty of new value orientations and a decrease in the moral culture of society, the theoretical justification and practical implementation of the teacher's training system based on a humanistic vision of the world are of particular relevance for the spiritual revival of Kazakhstan. The study characterizes the ideal model of the personality of a Kazakhstani teacher, considering the social realities of society, people's attitudes towards the teaching profession, and life requirements for personal qualities and actions; the formation of humanistic values in the process of professional activity through the plans and methods of teaching English, contributing to the identification and development of fundamental humanistic values among students.

At the same time, a modern teacher does not fully possess the practical skills to independently evaluate pedagogical phenomena and the productive experience of colleagues, generalize and describe the results of their professional activity, plan and carry out work on the methodology of self-education, and organize a pedagogical experiment. Considering that the formation of a teacher situates not only during basic training but also during the period of study, a comprehensive study of the activation of the teacher's self-education as a pedagogical phenomenon and one of the urgent problems of vocational education becomes vital. An analysis of studies of the activation of teacher training, as well as our personal experience in organizing coursework in an institution of additional professional education, allows us to say that improving the methods of teaching and cognitive activity of a teacher by stimulating action, self-organization and self-education contributes to the achievement of the quality of pedagogical work.

The teaching profession requires constant creative preparedness, and the search for non-trivial and, at the same time, optimal solutions to professional situations. In turn, this justifies an in-depth study of the functions of continuous teacher education, strategies for its development, and an emphasis on the role of economic and social progress as an objective pattern. The continuity of professional training of a teacher in its theoretical, practical, and organizational role plays a crucial role in reforming the Kazakh system of training teachers and adapting to the requirements of the international educational space.

All this, undoubtedly, leaves an imprint on the content of the activities of institutions of additional professional education, which should carry out advanced training and retraining of teaching staff, providing productive and timely methodological assistance to the teacher. Practice shows that in the existing system of advanced training of educators, noticeable changes are taking place: the goals, content, and methods, first of all, of course, preparation, are changing. At the same time, the organization of the teacher's self-education during his training in advanced training courses ensures the continuity of the teacher's education and develops his activity in working on the methodological topic for acme-oriented development.

Considering the degree of interdependence of education and self-education of a teacher, we come to the conclusion that education throughout the life path is impossible without an individual's awareness of his social significance, high personal responsibility and activity in the implementation of self-education at any age and having a different professional experience. In this regard, we believe that in order to achieve the activation of self-education of a teacher in advanced training courses, it is necessary to create pedagogical conditions that ensure the active involvement of a teacher (having a certain teaching experience) in the process of self-education as a personally significant activity in an institution of additional professional education.

The results of the research within the framework of the competitive project of the Center for Research in Education and Humanitarian Exchanges in Central Asia at Shihezi University (PRC) on the topic "Targeted acme-oriented training of teachers in the framework of advanced training courses" was a collective monograph «New paradigm in modern language teaching» on the basis of the Foreign Languages Department of the S. Seifullin Kazakh Agrotechnical University.

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## CHAPTER I. NEW TRENDS IN LANGUAGE TEACHING

### ADVANCED TRAINING COURSES AS MEANS OF ACME-ORIENTED DEVELOPMENT

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#### ABSTRACT

*In connection with the changes that have occurred in the current situation, teachers had to rapidly rehabilitate and find new ways to achieve acme-oriented development of their own potential. One of the forms to achieve the set goals is to choose advanced training courses that reflect a wide range of necessary competencies. Due to high labor costs, teachers often do not have a large range of knowledge and capabilities of educational platforms and the inability to use the advantages of information and communication teaching methods. The need for a continuous process within the framework of integrative education aimed at the formation of professional characteristics of the teacher for effective self-improvement, achievement of pedagogical skills and self-realization in professional terms. Insufficient systemization of this direction, namely advanced training programs, does not allow to clearly build a direction for teachers. When the personality moves on to new tasks and carries itself out in other activities, the self-realization of the personality is the source of new potentials and a new round of self-development. According to the opinions of A. Maslow and C. Rogers, self-actualization characterizes a person's need for greater identification of the capabilities of the individual. But also, to fulfill this need, a person needs to overcome a difficult and long path of self-development, which is the process of actualization and realization of his personality.*

**Keywords:** teachers' qualification, pedagogical skills, self-realization, self-education, innovative thinking, professional and pedagogical training.

#### INTRODUCTION

In the modern world, in order to acquire the necessary skills, not only a person's motivation for self-improvement acquires acute importance, but also the ability to independently search for solutions, the ability to self-realization, which today is considered not only as a spiritual value, but also as a vital component of the content of any activity.

At a certain stage of the professional formation of a teacher, acme-oriented development is possible with the use of new methods of self-education and in the context of the development and improvement of such qualities of the modern personality as "creative thinking", "innovative thinking", "multitasking". The world is changing rapidly: the labour market has become complex; digital education is a new reality; familiar approaches to work, communication between colleagues and students is now virtual and remote (Bodalev A.A. & al., 1994). The teacher should be able to instantly adapt to any changes in the educational environment. This educational direction is already in demand, as well as an adapted teacher equipped with a new set of professional skills (in addition

to knowledge of the subject, meta-subject, integrated subjects). There is a new trend in the system of teacher assessments with non-traditional educational parameters. These scores are associated with the international assessment system TIMSS, PISA, PIRLS, which assess: functional literacy of schoolchildren in different parts of the world, the ability to apply knowledge in practice, "reading skills", "digital skills", "natural sciences", "semantic reading", "critical thinking and logic", i.e. assessment of the basic level of soft skills. In such cases, which require the dynamic development of school education, the need for real professionals increases dramatically (Kusainov A.K., 2013). The role of the teacher-mentor and mentoring itself as an informal type of training at work, i.e. in the usual educational environment and without interruption from practical activities, is increasing. In this regard, it can be noted that the best way to assess personal results, as well as to identify missing gaps in knowledge, can be attributed to advanced training courses, which has its own assessment system in the form of input and output control. These data help to clearly define the model of the refresher course and improve the level of pedagogical skills.

In the state program for the development of education of the Republic of Kazakhstan for 2011-2020, ensuring the functioning of the lifelong learning system is considered as one of the main goals. The task is set "by 2020 to create conditions for the education of the population throughout life, regardless of age, level of education and professional qualifications. Lifelong learning will cover education, starting from preschool age and ending with post-retirement, including a whole range of formal and non-formal forms of education, inclusive education" (Legal information system of Regulatory Legal Acts of the Republic of Kazakhstan, <https://adilet.zan.kz>, 2014). In the Republic of Kazakhstan, the system of continuing education in the process of its reform is based on the domestic multi-level system of personnel training. The processes of reform in the education system in the mid-2000s streamlined the structure of continuing formal education and brought it into line with a similar foreign system of training highly qualified personnel. The analysis of the prerequisites that determine the need to improve the system of continuing education shows the importance and obligation of continuity, which ensures the relationship between the various stages of the system of continuing education. The implementation of this principle will determine the conditions and clear mechanisms for the transition from step to step, which brings uniformity on this issue in the actions of educational structures of each stage and allows students, especially young people, to purposefully build their educational trajectory. At present, there is no such continuity between education-level programmes. Unlike formal continuing education, which as a system in the Republic of Kazakhstan already has its own certain contours and financing mechanisms (state and local budget funds and students' own funds), non-formal continuing education, represented mainly by advanced training programs, does not have its clear systemic attributes in the republic, by and large (Mokshina N. G., 2012).

## LITERATURE REVIEW

Claxton explores the issue of lifelong learning, focusing on resilience, resourcefulness and reflexivity, as well as a set of learnable learning strategies, including immersion in life experience (Claxton G., 1991). Candy explored the concept of self-regulation for lifelong learning, exploring four main areas of self-regulation: personal autonomy, willingness and ability to manage one's overall learning efforts, independent pursuit of learning without formal institutional support or affiliation, and control of learning. Ways to increase student autonomy is a problem for adult teachers.

Edwards explored the various concepts of a learning society and the changes in adult learning theory and practice that would be required to create a learning society. He touched upon issues of state policy in the field of knowledge development, economic growth, technology and learning. Less attention should be paid to the way adult education is delivered in a formal sense, and more to the understanding of outcomes, i.e. learners' learning and abilities. Therefore, adult education must support access and participation, open and distance learning, and the evaluation and accreditation of results in an increasing number of institutions (Vakhromov E.E., 2002).

Field saw lifelong learning as a new educational order. Noting that governments actively encourage citizens to learn and apply what they learn throughout their lives, he explored the policies that governments are taking to encourage adult participation in lifelong learning to create a viable learning society.

Sternberg argued that society needs a broad understanding of intelligence as "the mental abilities necessary for adaptation, as well as for the formation and selection of any surrounding context" (UNESCO Institute for Statistics World Reports, 2007).

Tannenbaum described how aspects of an organization's work environment can influence whether or not continuous learning takes place. He interviewed more than 500 people in seven organizations. The results showed that each organization has a unique learning profile and relies on different learning sources to develop individual competencies (Thompson G.A., 2014).

Several lifelong learning reference books discuss alternative perspectives on lifelong learning. In the introduction to his handbook, Jarvis focused on recognizing the gap between what we know and what we don't know as a stimulus for learning at any stage of life (Jarvis P., 2015).

The International Handbook of Lifelong Learning edited by Aspin, Chapman, Hutton and Savano (Nikitin E.M. & al., 2005) proposes strategies and an agenda for schools in the 21st century, stemming from the concept of the learning community and the transformation of information technology, globalization and the transition to a knowledge economy.

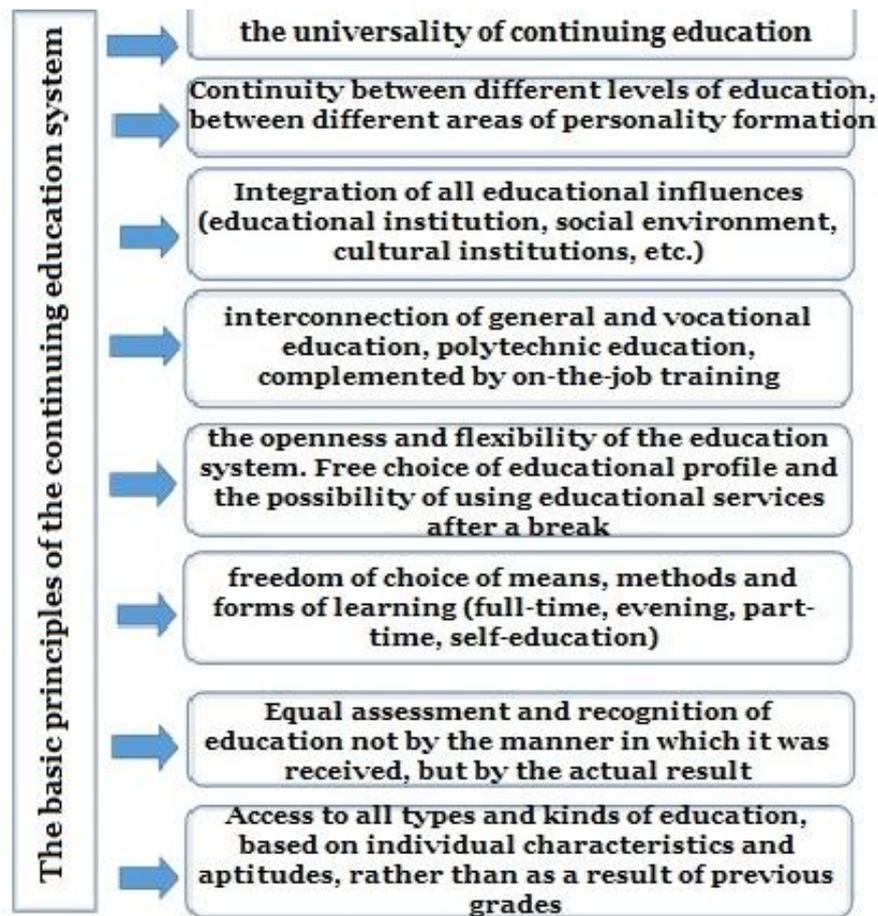
Evers, Rush, and Burrow, speaking to learning development professionals, academic leaders, and educators in all types of higher education institutions, explained the skills and competencies students need to succeed in today's workplace. They suggested how colleges and universities could improve their curriculum to develop these skills in their students. These skills include self-management, communication, managing people and tasks, and mobilizing innovation and change (Poole & al., 2007).

According to UNESCO, at the beginning of the 1980s, the number of publications that were devoted to the problems of continuous education exceeded 5 thousand (Education Today, 2013). Organizations that participated in their development are shown in Figure 1.



**Figure 1.** Participants in the development of problems of lifelong education

Improving the quality of teaching and the qualifications of teachers are seen as the basic postulate of educational reforms that are being carried out in European countries today. Interest in teachers and their professionalism can be explained by competition in the international labor market. As a result of the reforms, there is a growing body of research on education policy, educational effectiveness, school improvement, and student achievement. From these studies, the thesis follows that the teacher must have a deep knowledge of his subject, because “the depth and breadth of knowledge in the content area will help the teacher to involve the student in a complex cognitive process”. UNESCO experts formulated the main principles of the system of continuous education, presented in Figure 2.



**Figure 2.** Basic principles of the lifelong education system

Refresher courses are the best solution to the problem. Today, this is very relevant, a person can not only improve his professional level, but also acquire qualitatively new knowledge in another field of activity, realizing his potential.

## **METHODOLOGY**

The main forms of advanced training are Russian and Kazakhstani MBA programs, training seminars offered by domestic and foreign consulting structures. In the republic, there is an obvious tendency of the increasing role of enterprises in financing the advanced training of their employees. The plans are to enshrine in law the norms for improving the qualifications of teachers every three years. To improve the quality of professional skills of teachers, it is necessary to attract production specialists as masters of industrial training, teachers of special disciplines to whom an additional payment is established, as well as trainers for advanced training.

To date, the issue of effective technologies for the professionalization of teachers is increasingly being considered. It requires special attention and efforts from the school management, a special

approach and technologies that are adequate Modernity. It is necessary to solve the problem of developing and implementing a well-established system of continuing education, capable of covering the entire teaching staff, avoiding fragmentation and randomness in this area, and becoming a source of internal motivation for self-development. It is also necessary to mobility of persons responsible for the professional development of the team, i.e. constant search, analysis, introduction of new opportunities. Today, in the age of information technology, this should become one of the directions of the school's work. In the current conditions, each educational institution in one way or another builds its own ways of continuous education of teachers. Change and learning happen throughout our lives. They arise in work, study, in everyday life and career. The question is whether we also learn to be ready for change and create positive change for ourselves and others. Adaptive learners are ready for incremental change. Generative learners are ready for transformational change. They seek out new ideas and skills, experiment with new behaviors, and set challenging goals that lead them to new ideal states.

Transformative learners have the skills to confront and create radical change. For them, change is the process of recognizing gaps, setting goals, developing a learning plan, and maintaining the motivation to execute the plan to achieve the goals. Lifelong learning is often seen as an area of adult education in continuing education and increasing the necessary skills and competencies (Diachok et al., 2020; Goletiani et al., 2021; Linde & Petrova, 2018; Nenkov et al., 2017; Uteubayeva, 2022). Continuing education includes advanced training courses offered by universities and corporate training centers, private organizations, etc. Today, such education is influenced by new technologies for the development of curricula and the implementation of educational programs. People who are looking for new knowledge, love to try new things and are sensitive to everything new, have learned to be productive and keep up with the times. Try and implement new technologies, use new techniques and means to achieve and improve yourself as a person, as a professional.

Consider ways to conceptualize lifelong learning. A simple definition of lifelong learning is that it is "post-formal education development: the continuous development of knowledge and skills that people acquire after formal education and throughout their lives." Lifelong learning builds on prior learning as it deepens and expands knowledge and skills. In today's complex world, the problem of lack of knowledge is becoming more frequent, making lifelong learning a habit for many people. Training becomes necessary to ensure employment opportunities and career growth. Employers are aware of the need to provide training and knowledge opportunities to maintain the competitiveness of their employees and companies in the labor market. From a social point of view, non-industrialized societies have a lot to learn, and learning in industrial societies is subtler and complex. "We now live in a new era where the requirements are so complex, diverse and changing so rapidly that the only

way we can survive in them is through a commitment to a process of individual, collective and global learning throughout our lives." Focusing on transformative learning, King, in his book *Handbook of the Evolving Research of Transformative Learning Based on the Learning Activities Survey*, recognizes the multiple ways in which people give meaning to their lives. "Transformational learning theory serves as a comprehensive way of understanding the process by which adult learners critically examine their beliefs, assumptions, and values in light of the acquisition of new knowledge and accordingly change their worldview to include new ideas, values, and expectations." The phases of transformative learning include experiencing disorientation (e.g., recognizing learning gaps), introspection, critical assessment of assumptions, awareness that others have experienced similar processes, exploring options, forming an action plan, and reintegration. The main role in the formation of the idea of continuing education was played by the international educational organization UNESCO.

The term "continuing education" was originally used in the documents of UNESCO's General Concept in 1968. In 1972, the report of the International Commission for the Advancement of Education, established by UNESCO and headed by Edgar Faure (the "Faure Report"), was published. The report proposed the adoption of continuing education as a "guiding concept" for all future innovations in all countries of the world. This report was called "Learning to Be" and provoked a heated discussion of the thesis about the need to rethink all activities in the field of education in continuation of the development of this concept. The solution of the problems of continuing education of UNESCO and the OECD has been the most fruitful both in terms of theory and in terms of influence on educational policy. Their concepts were called "lifelong education", "renewable education". The author of the idea of creating the European Economic Community, Jean Monnet, clearly described the essence of European educational policy: "If we want to create a new Europe, we must start with culture and education."

## **DISCUSSION AND RESULTS**

The purpose of professional and pedagogical training of a teacher is determined by a new one - the formation of a teacher-researcher, a thinker-practitioner who has professionalism and competence. In this connection, the content of teacher education is being revised, new curricula are being developed, and the curriculum for the subjects of the psychological and pedagogical cycle is being adjusted to strengthen their axiological parameters. To increase competitiveness in the labor market, a professional of any level and specialization must constantly improve his theoretical knowledge, acquire and polish the skills already acquired (Derkach A.A., Orban L.E., 1995). The labor market dictates strict requirements for the present reality. Human resources, as you know, are the basis of the

economy. And the more competent and professional the specialists, the more efficient the production, the better the entire organizational structure works.

With an employee, when hiring, be sure to conduct an interview. Learn about the level of his education, practical experience, skills and knowledge that he possesses. Therefore, the new employee must already have some basis and have some necessary skills. But production does not stand still, it grows, develops, changes and in this regard, there is a need to professionally grow the staff of the institution or enterprise.

Refresher courses are the best solution to the problem. To date, this is very relevant, a person can not only improve his professional level, but also acquire qualitatively new knowledge in another field of activity, realizing his potential. The services of advanced training courses can be used by people of all professions: managers, pedagogical and medical workers, service workers, various workers. It is training that becomes the fundamental factor that will later allow the employee to gain special knowledge and skills. After completing advanced training courses, the value of a person as a professional increases: he can not only be aware of modern developments, but also qualify for a promotion in career ladder. Advanced training courses can play an important role when a woman returns to the workforce after maternity leave or, for example, a forced break in work. In general, it can be noted that the growth of interest in the passage of advanced training courses is growing in a positive progression. Consider our system of advanced training in the Republic of Kazakhstan. In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, advanced training of teachers of organizations of all levels of education is considered as an important condition for the global competitiveness of Kazakhstan's education. The Program provides for the transition to the improvement of pedagogical skills through continuous professional development, which can be ensured only if there are various forms and programs of advanced training.

The introduction of a voucher system will allow teachers to independently determine the provider, depending on the relevance of the courses offered, the skill of trainers, and the convenience of training. This is an important step towards ensuring the competitiveness of the educational services market. The conditions for creating a free competitive educational space are provided for by the Law of the Republic of Kazakhstan "On Education", which as subjects of educational activity (Article 40) indicates legal entities that implement one or more educational programs and (or) provide maintenance and education of students, pupils regardless of the form of ownership and organizational legal form. In accordance with Article 23 of the Law, the programs "advanced training of specialists aimed at the development of professional competencies adequate to modern requirements" refer to educational programs of additional education that can be implemented by educational organizations.

Thus, Article 7 of the Law of the Republic of Kazakhstan "On the Status of a Teacher" directly indicates the right of a teacher to undergo advanced training at least once every five years and ensures the freedom to choose the forms of advanced training. Based on the needs of the market, additional education is rapidly developing in the form of advanced training courses, which are moving to the mode of a remote and mobile system in the field of educational services.

The advantages of this system of additional education are its mobility, convenient search, as well as considering the changing needs for qualified personnel, the implementation of the actualized needs of the teacher's personality. It is the most important part of reforming the entire However, the importance of this educational direction remains underestimated in due measure and its development in the market of educational services is largely spontaneous. If we go back ten years, then in the domestic pedagogical system, additional education has traditionally been considered as auxiliary, complementing the basic education received earlier. Until recently, it did perform a compensatory, optional function. However, due to the rapid pace of development, the format is also changing: additional education is turning into one of the leading forms of development of teachers in the scientific field of cognition, as well as expanding the skills of qualitative presentation of the material.

The importance of this direction is especially visible in the context of new pedagogical ideas that have been established all over the world - lifelong education, which should become the basis for a modern interpretation of additional education. The transformation of final education into a continuous one, which has become a trend, requires a rethinking of the goals and the appointment of additional education as the main one in the context of expanding the skills of teachers. Currently, it is one of the main forms of implementation of this idea. With the transition to continuing education, additional education should be considered as a kind of addition to basic education, with the aim of using this type as a necessity within the framework of providing new skills and methods for teaching disciplines for each socially active member of society (Kuzmina N.V., Zimichev A.P., 2016).

Taking into account the personality-oriented model of education provides the necessary opportunity to "turn" the previously largely leveled system of advanced training with its "planned" regularity to a person and consider additional education throughout life as a way of meaningful form of implementation by the individual of his significant projects. The wide development of this direction is caused by the updated needs of the person himself in prolonging his education. For these reasons, it should be noted about the need to rethink the role, functions and place of additional education in the main educational space of society. Analysis of educational foreign systems makes it possible to identify the state and aspiration of its development in countries that are in more favorable socio-economic conditions, where educational trends are not veiled by acute socio-economic problems and therefore manifest themselves most clearly.

Thus, it is necessary to make sure that the development of additional education will provide an opportunity to increase the rise of industrially developed countries, which include modern Kazakhstan. In the developed countries of the world, in recent years, educational reforms have been carried out in all categories with the need to "make education throughout a person's life accessible to all", there is a rapid theoretical development of the problems of additional education, the flow of publications in the scientific and practical direction and the identification of new ways of education has increased. Since teachers do not consider it necessary to increase the level of their knowledge, but use what they were given at the beginning of their teaching career. Thanks to state reforms in education, the main condition for improving the qualifications of teachers is the combination of two forms of education: basic and additional, which are interrelated and involve each other. Learning is always accompanied by the activation of past experience in a new situation and the subjectivity of perception is determined by the personal characteristics of the student. The adult listener changes the orientation of training from subject to problem orientation. There is a need to apply new aspects, methods and techniques in training. For the success of the educational process, it is important that the values transmitted in the course of language communication are transformed into meanings that are personally significant for students, integrating them into the already existing system of knowledge.

Therefore, from our point of view, the problem of perception of lifelong learning in the form of advanced training courses is of particular importance, as an impetus to improve the teacher and the pedagogical model as a whole. The widespread development of this direction is caused by the actualized needs of the modern adult in the continuation of the educational process, due to significant socio-economic changes - the emergence of new technologies and industries, the globalization of the economy, the growth of competition, significant demographic changes in the population, an increase in people's free time, an increase in the general education of the population. Currently, Western scientists and experts are alarmed by raise the issue of commercialization of educational services provided, fearing the transformation of the educational system into a market for goods where the "laws of the jungle" work. At the same time, there is an equal risk of possible restrictions by the Government, which are equally detrimental to the development of additional education. The optimal approach has not yet been found (Rogers K., 1994).

The active use of information and communication technologies in their professional activities enables the modern teacher to be competent in the implementation of his activities.

The transformation of graduate education into continuous education, which has become a trend, requires rethinking the goals and objectives of additional education, as the main one in the context of teacher training. Taking into account the student-centered model of education provides the necessary opportunity to "transform" the previously largely aligned system of advanced training with its

"planned" regularity into a person and consider additional education throughout life as a way of meaningful form of learning, realization of a person's significant projects. The widespread development of this direction is caused by the established needs of the person himself in prolonging his education. For these reasons, it should be noted the need to rethink the role, functions and place of additional education in the main educational space of society. The need for personal and professional growth is the most important criterion of pedagogical viability, motivates teachers to master new ways of interacting with students and colleagues, new technological methods of searching, selecting and presenting professionally significant information. It's a holistic and continuous process. *Acme-oriented development of foreign language teacher is a continuous process within the framework of integrative education, aimed at the formation of such professional characteristics of a teacher, which are the basis for effective pedagogical activity, continuous self-improvement, achievement of pedagogical skills and help him to fulfill himself professionally.* Thus, the task of acme-oriented development of a foreign language teacher is very relevant today.

According to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 9, 2020 No. 137, a number of changes were made to the rules for organizing, conducting advanced training courses for pedagogical personnel. This document regulates the process of post-course support, defining it as a stage of training teachers in advanced training courses. In turn, its most important link is post-course monitoring.

It is important that the Rules contain a conceptual apparatus, so, developing post-course support, the organizers of the courses should aim to develop the professional competence of the teacher through a system of activities that allow you to monitor and adjust the process of applying the experience gained at the courses in practical activities. We consider it important that the monitoring procedure makes it possible to guide and correct not only the trainee who has undergone advanced training, but also to improve the system itself, through thematic, substantive personnel, technological updating, focusing on the most problematic processes. Monitoring allows you to identify and eliminate the discreteness of the links of the educational system.

Accompaniment of students after passing the courses is carried out in the network interaction of the teacher implementing advanced training programs with the participant of advanced training through the holding of planned seminars, webinars, conferences, as well as in individual communication through the use of various means of communication (e-mail, the center's website, general chats, etc.). These forms of interaction make it possible to fill the professional difficulties of teachers arising in practice, to provide support for the application of the mastered theoretical and practical material in real pedagogical activity. Since each participant needs to present the project

previously determined by the lecturer as the final work at the end of the course. Consider some of the projects that were developed by the participants after completing the course.

It should be noted that advanced training programs in the educational space of Kazakhstan are very widely represented. They have a different orientation, the volume of hours, the timing of the passage, the thematic and substantive register, provide for the possibility of post-course support. Both local highly qualified personnel and guest teachers are involved as lecturers and tutors.

However, our analysis allows us to say that with all the variety of programs, the vast majority of them are built on the basis of the classical scheme of subject-object relations. That is, the teacher implements an informative function as a carrier of more modern knowledge and experience, the listener is assigned the role of a consumer of information, an observer of other experience, which is not yet built into the system of the listener's own practice. These relations are reflected in the formulation of the tasks and goals of classes, the selection of teaching methods in which an active role is assigned to the teacher. We do not deny the usefulness of such courses, the orientation in informative streams that students receive has its positive results.

In addition, "such an educational process can be described as "education of the ignorant", who are not at all familiar with the proposed content, or free access to the information presented by the teacher is closed to them."

But as a rule, the courses are attended by people who already have their own experience and their own system of professional values, people who are able to independently find information, but do not always know how to evaluate it. And the lecturer must be able to integrate the experience gained by the listener into a different technological chain, be able to show the variability of approaches to solving everyday or fundamentally new tasks that society sets for the teacher.

The composition of the listening group, experience, expectations, requests of its participants a priori imply flexibility in setting goals, interpreting theoretical material, organizing the learning process itself. This greatly increases the requirements for the teacher, who must be ready to adjust the worked out and prepared material. Thus, not only the student, but also the teacher goes through a certain stage of diversification, the success of which depends on the breadth of professional horizons, conviction, readiness to confirm the pedagogical position, possession of a wide range of pedagogical techniques aimed at ensuring that the listener realizes the need and possibility of change itself. Moreover, the listener should come to this realization and test new knowledge, accept a new professional sense of self within the framework of the courses. In this regard, it is impossible to talk about the results common to all. For some students, this will be an extensive experience that they will have in mind when performing professional functions, for some students it will be a rethinking of their professional activities, the beginning of their own pedagogical searches (Sitnikov A.P., 1996).

The modern understanding of pedagogical professionalism is interpreted by scientists as a change in the meanings of pedagogical activity, its content in the substantive and structural respect. It should be noted that at the official level, the right of a teacher to professional creativity is enshrined in law. Of course, at the present stage it is not necessary to talk about the freedom of each educational institution in the choice of programs and teaching methods, in comparison, for example, with the beginning of the century, when each educational institution could form and adopt its own educational paradigm through the selection of subjects and topics of training. Nevertheless, within the framework of the proposed programs and mandatory learning outcomes, the teacher has the right to choose ways and means of organizing the educational process, interpret the educational material, attract interactive sources of knowledge acquisition and preventive control.

Only in a holistic pedagogical process is it possible to achieve over objective, or, as it is customary today to designate, meta-subject results.

In fact, we are talking about the possibility of superimposing these results on outside the subject, outside the educational activity in the knowledge of the world and the awareness of the ways of interacting with it. Subject knowledge, skills help to achieve narrowly focused results, to carry out practical activities within the framework of a separate subject. These are the basic skills of PC proficiency, methodological tools in teaching disciplines, skills in organizing the activities of students within the framework of the academic subject. Only when the teacher recognizes the universal nature of the ways of organizing intellectual, cognitive, communicative activities, realizes the value of an analytical approach not only to subject educational materials, but also to the organization of activities as a whole, we can talk about his readiness for professional activity, for implementation over the subject activity. The emerging subject and meta-subject competencies will determine the dynamics and ways of its implementation, and personal growth will give motivation and meaning for further professional activity.

In this regard, it is the change in the motivational and semantic component and the transformation of operational-dynamic ways of activity that act as the most important criteria for assessing the effectiveness of advanced training. And the professional activity of the teacher itself is an integrative indicator that combines both the learning process and its results, expressed in a specific product, and the delayed results that are revealed in the post-course period.

It is obvious that the formation of readiness for active professional activity is closely related to the satisfaction of students with the process and results of training in advanced training courses.

The growth of scientists' attention to this problem is associated with the strengthening of the dynamics of the development of modern society, on the one hand, and the approval of the concept of continuing education, on the other. The primary scientific problems are: theoretical substantiation of

additional adult education, adequate organizational and methodological support, accessibility and empowerment.

Various theoretical approaches of Western researchers can be presented in the form of a system of concepts. The initial pedagogical context for the construction of the entire categorical system of additional adult education is the theory of "education during life". The modern period of its development is characterized by a shift in attention to the adult half of human life, which is associated with a significant practical development of various forms of additional adult education, which requires deep theoretical understanding. The development of theoretical ideas in the field of additional adult education is carried out through several concretizing conceptual models: "continuing education", "continuing vocational education", "periodically renewable education", "community education", "adult education", "learning organization", "learning society". Each of these scientific approaches, with some similarity and intersection of theoretical provisions as a whole, interprets the problem of additional adult education, common to all, based on certain philosophical, economic, social, psychological and pedagogical positions.

When analyzing modern concepts, the increased attention of foreign theorists to the educational problems of adults in a later period of their lives - after the completion of basic education - is repeatedly recorded. Particular attention is paid to the need to distinguish between the basic (initial) and additional (post-initial) education of an adult. At the same time, it is noted that the division of adult education into initial, basic, and post-initial, additional, for a better definition of categories does not remove all the difficulties.

In addition, we clearly place the position of accreditation and certification of teachers. After all, to date, the programs of universities do not provide for the allocation of hours to focus on the conditions for the certification of teachers implementing general education curricula.

It can be concluded that the development of additional adult education in the direction of strengthening its role as a complementary component of the full-fledged education of modern man, which replenishes the fullness of his personality and is a prerequisite for self-realization throughout life. This leading trend of all industrially developed countries largely determines the promising state of world education.

The analysis of the formation and development of additional adult education in the industrially developed countries of the world characterizes it as becoming one of the leading types of education, covering a significant and constantly increasing part of the working-age population.

The wide development of this direction is caused by the actualized needs of the modern adult in the continuation of the educational process, due to significant socio-economic changes - the emergence of new technologies and industries, the globalization of the economy, the growth of

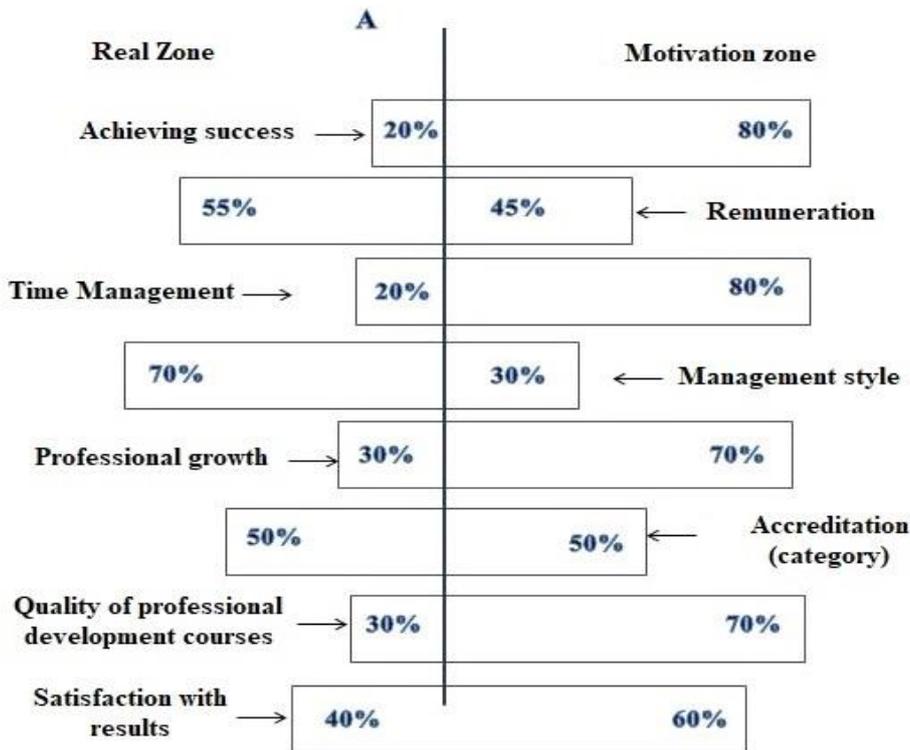
competition, significant demographic changes in the population, an increase in people's free time, an increase in the general education of the population. At the same time, in foreign andragogy, the need for knowledge is considered as an intrinsic motive for the cognitive development of the surrounding world, which persists throughout life, supported by the socio-economic dynamics of modern society.

In our experimental work, we used the empirical law represented by Maslow's Pyramid (Maslow A., 1999). The pyramid shows what and when to give a person for his self-expression, self-realization. If this mechanism is activated, then taking into account the human factor will become a serious resource for improving labor efficiency. On the other hand, fulfilled needs cease to work as motivators. It is necessary to clearly understand the ideas embedded in Maslow's pyramid, the needs do not just coexist, but form a hierarchy. Needs mutually give rise to each other. Initial motivation, satisfaction of physiological needs. The reliability factor, in which a person must be sure that he will be safe. Collective need, since a person should strive to work in a team. Recognition of abilities, because a person strives to recognize his abilities. As well as Realization of opportunities, because a person needs to realize what he likes (Figure 3).



**Figure 3.** Pyramid of Needs

The next step was the determination of the state of satisfaction and dissatisfaction with the work of the teacher, the so-called Golden Section (Benjafield, J. G., 2010). We attributed to the motivating factors: achievement of success, professional growth, the quality of advanced training courses and satisfaction with the result. Real factors include: pay, management style, accreditation. Thus, our everyday experience is inclined to believe that the same factor can be the cause of both satisfaction and dissatisfaction with work, depending on the quantity and intensity, etc. (Figure 4).



**Figure 4.** Satisfaction with teaching activities

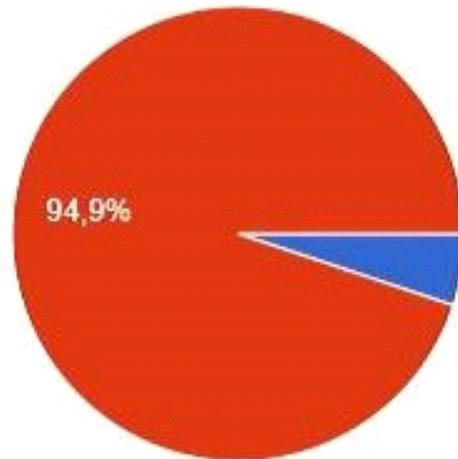
At the beginning of the study, in order to determine the types of activities of the teacher, it was necessary to identify and systematize the range of tasks solved by the teacher in the framework of his professional activities. In this regard, a diagnosis of professional difficulties and needs of teachers who completed advanced training courses during 2020 was carried out. The main task of diagnostics was to identify, on the basis of a questionnaire, the dynamics of changes in educational needs and the choice of preferred forms of professional development of teachers. In the process of experimental activities, the questions of the questionnaire were compiled taking into account the main integral characteristics of the professional development of teachers:

- the process of professional development is individual,
- there is no reference model of the teacher;
- motivation for self-education; professional competence;
- creative achievements.

The participation of teachers in the survey made it possible to analyze personal achievements and identify professional difficulties in terms of indicators, taking into account individual capabilities.

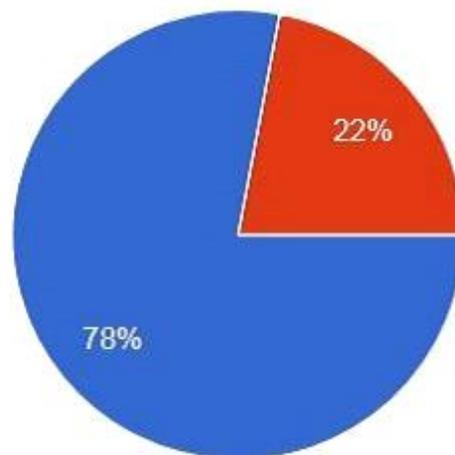
The questionnaire consists of 4 questions, the answers to which require obtaining information about the need for advanced training, about the areas of professional knowledge and competencies, and the experience of improving the qualifications of the respondents. The questionnaire was

compiled and posted in Google Forms. The number of respondents who participated in the survey was 300 teachers. The analysis showed that 94.9% of respondents state the need for advanced training (Figure 5).



**Figure 5.** To identify the need for advanced training courses

It follows from the analysis that 78% of respondents already have experience of taking advanced training courses remotely (Figure 6).



**Figure 6.** To identify the experience of passing

One of the reasons for taking continuing education courses was the need to acquire new knowledge and skills, qualification requirements, a sense of the need to acquire new knowledge and self-realization (Figure 7).

### Reasons for taking the course

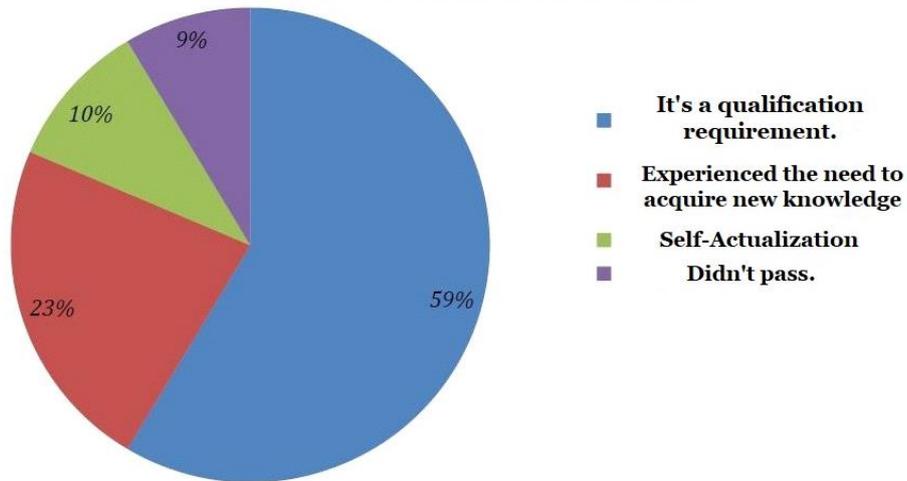


Figure 7. Reasons for taking the course

The transformation of graduate education into continuous education, which has become a trend, requires a rethinking of the goals and objectives of additional education as the main one in the context of teacher training. Taking into account the student-centered model of education provides the necessary opportunity to “turn” the previously largely aligned system of advanced training with its “planned” regularity into a personality and consider additional education throughout life as a way of a meaningful form of learning. implementation by a person of his significant projects. The widespread development of this direction is caused by the established needs of the person himself in extending his education. For these reasons, it should be noted the need to rethink the role, functions and place of additional education in the main educational space of society. In the light of these changes, we have developed educational programs on the following topics: design and research activities, a new concept of teaching foreign languages at school, a modern school and certification: criteria and quality indicators, accreditation and rating of educational programs, distance learning technologies, etc.

### RESULTS

The purpose of additional education is to provide and accompany the main forms of social life of the individual - professional, civil, family, personal. There is a tendency to turn additional education of adults as an objective social need into a feature of human life, which expands his capabilities and increases the level of general activity and self-organization.

Additional adult education plays a crucial role in establishing a harmonious relationship between society and the individual throughout human life and is a social necessity of any civilized society.

As a result of studying the educational situation in the developed countries of the world, a number of trends in the promising development of additional adult education were revealed:

- 1) an increase in the number of formal and informal providers involved;
- 2) a significant expansion of the subject content, types and forms of additional educational training provided in different educational institutions covering both the professional sphere and the general development of adults;
- 3) expansion and "erosion" of the purpose of educational institutions as a result of competition for students in the modern market of educational services, the introduction of traditionally uncharacteristic types of various additional educational activities;
- 4) a significant expansion of the age boundaries of students, including in traditional types of educational institutions;
- 5) the increasing importance of higher education institutions in providing additional education for adults;
- 6) strengthening cooperation between industrial corporations and universities in the implementation of the ideas of additional professional education of adults;
- 7) significant development of corporate universities, specially created "inside" large companies for the continuous improvement of the professional level of their employees;
- 8) priority government financing of vocational additional education;
- 9) increased attention to the educational needs of older people, which is reflected in the development of Universities of the Third Age, increased attention to the fourth age group;
- 10) transfer of responsibility from the state and firms to personal responsibility for the education of an individual.

Basic and additional adult education are interdependent and involve each other. Close interconnection and interpenetration of various educational areas is the leading trend in the development of the modern educational situation. One of the features of pedagogical activity is that complex means of work are not necessary for it. The main means is the personality of the teacher, his professional competence.

The results obtained in this study can be used in the system of continuing pedagogical education, in the development of the content of training courses, educational and methodological manuals focused on the PC in the field of pre-school management and pedagogical personnel, teachers of institutions of additional professional education, methodologists and other categories of students. Also, certain provisions developed in the course of this study can be used to form the official status of a teacher in the do system.

**Informed Consent Statement:** Informed consent was obtained from all the participants involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

**Conflict of interests:** The authors declare no conflict of interest.

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# TEACHING ENGLISH USING MULTIMODAL TEXTS

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## **ABSTRACT**

*Multimodality is an interdisciplinary approach that comprehends communion and presentation to be more than just language which is progressed over the past decade to answer the relevant questions discussed within various communities. Multimodality includes conceptions, techniques, a structure for the assembly, and analysis of visual, auditory, incarnated, and dimensional sides of cooperation. This paper demonstrates the ways how the incorporation of multimodal materials will enhance students' competency in the English language communicative skills as well as their critical and creative thinking skills. This study is based on a critical literature review and methodological model was proposed in implementing Multimodal texts to teaching English to University students. In particular, the study depicts the use of various multimodal texts (MT) as a medium of teaching and learning including both auditory and visual modes encompassing texts with video recording, YouTube videos, songs, and Adobe voice. The methodological model is represented with three stages: pre-production, production and post-production. Based on the analysis of the findings, several interesting model stages emerged. It was found that students were able to develop language learning communicative skills specifically in a more critical and creative manner due to the characteristics of the multimodal texts. Apart from that, students also exhibited proactive leadership acts while carrying out the conducted activities.*

**Keywords:** Multimodality, Multimodal Texts, Technology, EFLT

## **INTRODUCTION**

Multimodality theory is found in writings and discussions in mass media theory, linguistics, media literacy, demonstrative literacy, studies in anthropology, and design studies. Students need to be provided with a shared language to analyze multimodal texts (Kunanbayeva, 2013), (Kubrik, 2010), (Kress, 2009).

Computer technology contributes not only to the facile utilization of wide typographic modification in terms of type, color, size, etc. but also to the employment of functional text which can ‘show up’, ‘fly’ throughout the screen, ‘revolve’, ‘flash on and off’ etc (Moreno, 2007).

The oral views of the computer language system also have a powerful intertextual function as referring to or reflecting other texts when they emerge in new contexts such as signs on shopfronts identifying businesses like ‘Newtown.freshfruit@Georges.com’ (Sankey, 2010).

Three interconnected theoretical assumptions underpin multimodality (Kalatzic, 2012):

Firstly, multimodality presumes that presentation and relation mostly appeal to a multiplicity of modes, all of which promote meaning. It focuses on depicting and analyzing the whole repertory of meaning-making means that human beings utilize (demonstrative, verbal, nonverbal, backhand, and others, relying on the field of presentation) in new structures, and on forwarding substances that exhibit how these are fixed up to constitute significance.

Secondly, multimodality states that resources are socially changed over time to form meaning; making resources that formulate the (social, individual/emotive) senses a necessity by the request of various fraternities. These arranged series of semiotic functions for making meaning are implicated in different modes which recognize social work in exact ways – creating the option of mode as the first prospect of conversation and meaning. The more a set of resources has been used in the social life of a particular community, the greater it will have become. Cultural sense demands to be exchanged in a community of a set of resources, for something to ‘be a mode’.

Thirdly, human beings denote meaning via choice and layout of modes, foregrounding the significance of the cooperation among modes. Therefore, all communicational actions are formed by the ordinance and standard, also affected by the motivations and focus of humans in a particular communal context.

The graphology of written speech requires to be read as a multimodal. Besides, texts are progressively becoming multimodal in their internalization of representations with written language. This is evident in modern newspapers, although there is some version across dissimilar types of publications. The essence and the role of images have gone through primary changes with the advent of postmodern drawing, even in the case of picture story books. The second half of the twentieth century has seen a considerable replacement to the prominence of pictures in the case of school collections.

The condition has changed from single to the actual situation. In single, language in the form of writing was predominant as the main vehicle for all the information considered significant. In the actual situation, writing is far from predominant. The largest part is given to images in modern texts, and those texts have a key role in transmitting critical data on the subject in combination with words (Zhussupova, Shadiev, 2021).

Data is carried multifariously by two modes: integrative usage of the visual and the verbal. A new writing and picture code has also evolved through it.

Data that shows what the world is like is transmitted by the picture, coherent with the logic of the visual in terms of both organization and display. Meanwhile, written language tends to follow the scientific reasoning of a word assimilating to a particular action and event. In this matter, it is oriented to the recording/reporting of activities and occurrences, and the arranging of procedures.

In scientific texts, images like abstract graphs and written texts promote the creation of meaning in various manners. In these, literal concepts are depicted by the joint co-deployment of two or more semiotic modalities. This is the phenomenon of scientific conceptions that are multimodal in this sense, as well as in other systems of semiotic practices.

While recognizing that all texts require to be read multimodally, we should understand how these various modalities individually and interactively build a measurement of meaning. These involve the ideal dimension, relating the humans, animals, things, occasions, and cases involved; the interpersonal dimension, relating the issues of relative authority, relation, influence, etc., defining the relationships among the members in a conversation; and the textual dimension, relating the channel of conversation and the relative stress and data significance of dimensions of what is being communicated.

Words, such as medium and mode are usually mentioned in considerations of multimodality. These two concepts do not have a similar meaning: their exact degrees might impose relying on how exactly (or not) a single individual, as well as traditions, utilize these concepts.

G. Kress defines the mode in two ways. In the first definition, a mode “is a socially and culturally shaped resource for making meaning. Image, writing, layout, speech, moving images are examples of different modes.” In the second definition, semiotic modes, similarly, are shaped by both the intrinsic characteristics and potentialities of the medium and by the requirements, histories, and values of societies and their cultures (Kress, Leeuwen, 2001).

Therefore, each mode has a wide-ranging modal resource, which is historically and culturally set, and which distinguishes it apart, as each has clear capacities and restrictions for meaning.

For instance, breaking down writing into its modal resources would be syntactic, grammatical, lexical resources, and graphic resources. Graphic resources can be further broken down into font size, type, etc. Nevertheless, these resources are not deterministic.

Thus, mode is expressive and is shaped by and carries the ‘profound’ ontological and historical orientations of a society and its cultures within it into each sign. Mode names the material resources shaped in often long histories of social aspiration. Modes are shaped by the systems in which they take part. Modes might integrate into multimodal groups, shaped through time into well-known cultural forms, a good example being movies, which combine visual modes, modes of dramatic action and speech, music, as well as other sounds.

## **LITERATURE REVIEW**

### **Multimodal texts**

The theory of Multimodality means the application of multiple literacies within two or more modes of communication (Kress, 2010).

Communication is presented via several modalities of perception in a multimodal text, specifically, hearing and sight, which allow a stronger perception of information. For attracting the reader's attention, audio-visual material is accompanied by transcriptions and annotations. The

transcription of a video sequence communication is its visual representation, and it must be synchronized with it (Yusop, 2013).

Much like impressionist's work, a Multimodal text primarily affects the senses instantly, while the printed word triggers the mechanisms of decoding meaning more slowly and invites elaboration and attention to detail. Pictures and emoticons applied in friendly conversations are the most basic example of multi-modal text. They sometimes completely change the content of the verbal component. Reconstruction of the real or fictional physical space around the reader is the major task of multimodal texts.

Forming multimodal texts is a progressively widespread activity in contemporary schools. Books, images, slides, storyboards, podcasts, and oral presentations are examples of multimodal texts that are not difficult to cover. More nuanced visual multimodal text productions are visual stories, Web sites, movies, and story animations.

For diverse educational aims, learners as writers must construct multimodal texts with creativity, fluency, and precision. Therefore, learners should understand how the diverse modes are applied in the text to express denotation, and how they operate together in dissimilar ways to transmit the narrative.

Students should comprehend how dissimilar modes creatively and intentionally might transmit connotations at diverse times in texts, and how to employ the numerous groupings of diverse modes throughout the whole text.

A Multimodal text is radically dissimilar from printed books, although it is equipped with color illustrations. Its semantic range is very variable, and wide; its individual components, like video, sound, and picture complement a message printed in letters. But they can compete with it until they give the whole "message" the opposite connotation. It is noteworthy that multimodal text is closer to oral communication than to written sources when a person is affected not only by speech, but also by physical features, facial expressions, position, and gestures of the interlocutor in space. Visual series usually plays a large, and often crucial, role in digital communication. In this area, new phenomena based on pictures are constantly appearing, spreading at lightning speed: emojis (graphic symbols), icons, gifts, etc. This is an objective process that demands research or comprehension, which can be implemented in enlightenment. The multimodal text consists of presentations, instant messaging systems, sites, and social networks, each of which operates according to its specific laws (Dzhussubalieva, 2019).

Knowledge of these laws makes a modern person successful in communication. There are concepts of digital linguistics and digital rhetoric in Western countries, and children make multimodal texts in some American schools.

Multimodal objects include, for example, material objects, texts, images, illustrations, photographs (including electronic), demotivators, internet memes, stickers, and videos, consisting of dissimilar semiotic symbols, through which individuals convey communicative intentions. One of the multimodal tools is multimodal text. A Multimodal text is:

- ✓ *Paper-based*, like posters, textbooks, and comics.
- ✓ *Digital*, like digital narratives, web pages, presentations, blogs, electronic posters, and social media to computer games, animation, and movies.
- ✓ *Live*, which contains oral stories, performances, a dance.

Walsh M. stated that multimodal texts consist of two or more modes (a kind of meaningful sign or symbol). Subsequently, the connotation of the text is transported via "synchronization of modes" (Walsh, 2006).

According to Hughes, and Pike, a text can be multimodal only if it connects at least two semiotic systems (Hughes, Pike, 2012).

They can be *print, physical, or digital*.

Examples of such texts are:

- Image book where its components, visual and textual, are organized on separate pages and facilitate a general set of connected sheets.
- a webpage where oral language, written language, sound effects, music, and pictures are combined in a live performance. Here, the major units are space, music, and body movement.

Based on the outcomes of a series of studies, Anstey et al. determined six parts of professional learning of value for applying multimodal texts in education (Anstey, 2016).

1. Comprehension of the writing and reading multimodal texts transported in various ways, such as digital electronic, live, or paper.

Comprehension of the multimodal texts promotes valid usage of them in lessons. These contain a comprehension whereby texts accomplish a specific function over time or within a concrete context, and they are created to accomplish communicative purposes.

Comprehension of a text's audience, aim, and method of communication are crucial since they enable one to know what is involved in a text, the relation of diverse elements, as well as the accomplished impact.

2. Comprehending the five semiotic systems where a multimodal text is written.

Educators and learners should comprehend the codes and conventions of each of the five semiotic systems to build or transmit meaning via them. Thus, there is a need to provide grammar that allows them to identify and apply semiotic systems efficiently in a multimodal text. In writing a

multi-modal text, they should decide whether to demonstrate a character's emotions through gestures, facial expressions, descriptive words, sound, or a mixture of them.

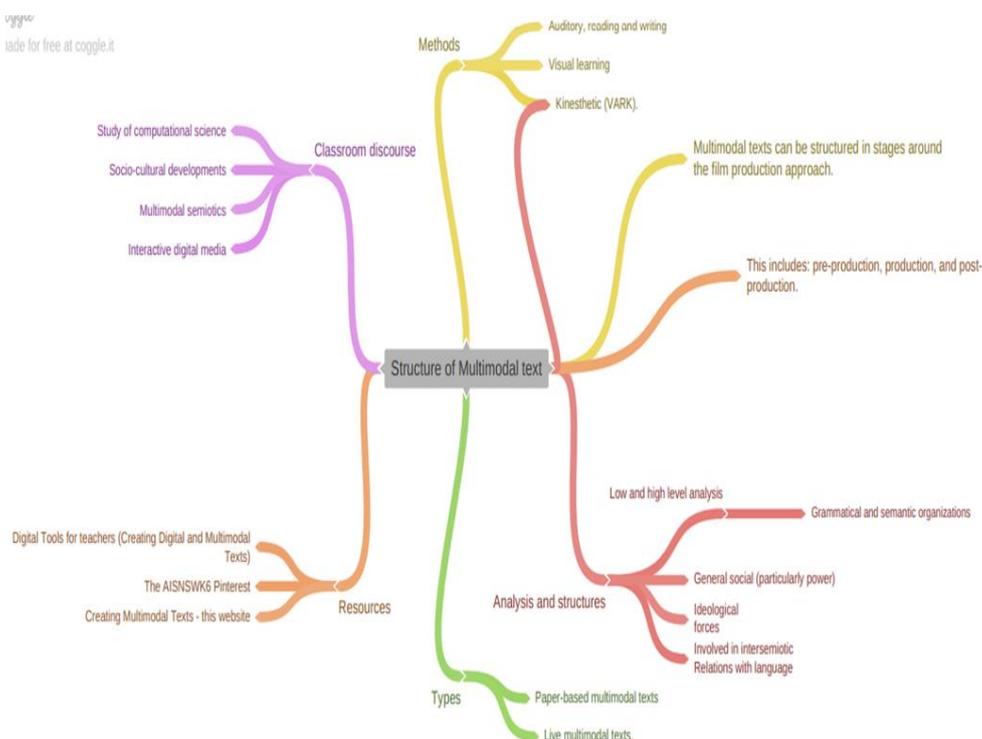
3. Metalanguage allows us to discuss, analyze, and comprehend the operation of multimodal texts.

Metalanguage is a specialized terminology that defines the operation of multimodal texts. For instance, the grammar for each of the five semiotic systems delivers a metalanguage for discussing the transition of meaning.

4. Explicit pedagogies leading to the clearness of the reading and writing processes of multimodal texts.

Explicit pedagogy is purposeful and operational. It guarantees a mutual comprehension of the responsibilities and expectations of educators and learners. The specific feature of an explicit pedagogical approach is classroom interaction. Every practice forms a learner's comprehension of literacy.

5. Ensure an extensive, balanced approach to the training of literacy, and multimodal texts in schools.



**Picture 1.** The structure of a multimodal text

The educational institution possesses mechanisms for supporting educators in keeping a comprehensible approach to training with multimodal texts through each level, to strengthen terminology for a conversation, and text comprehension. The stability of the semiotic systems' text

and types should be kept. Teaching materials, as well as lesson plans, must be audited frequently to guarantee stability.

Traditional performances are very diverse from Keynote or PowerPoint. Nowadays, there are more modern versions of presentation apps, such as Prezi to assist learners to think differently about how we present information in digital or multimedia useful during the creation of multimodal texts, and the most important advantage is that it is free and available.

Multimedia writing can take a variety of forms and can be created with a variety of software tools.

Most word-processing programs permit integrating still images into a text document and may also make it possible to create a composition that links to various files-including audio, images, and video file.

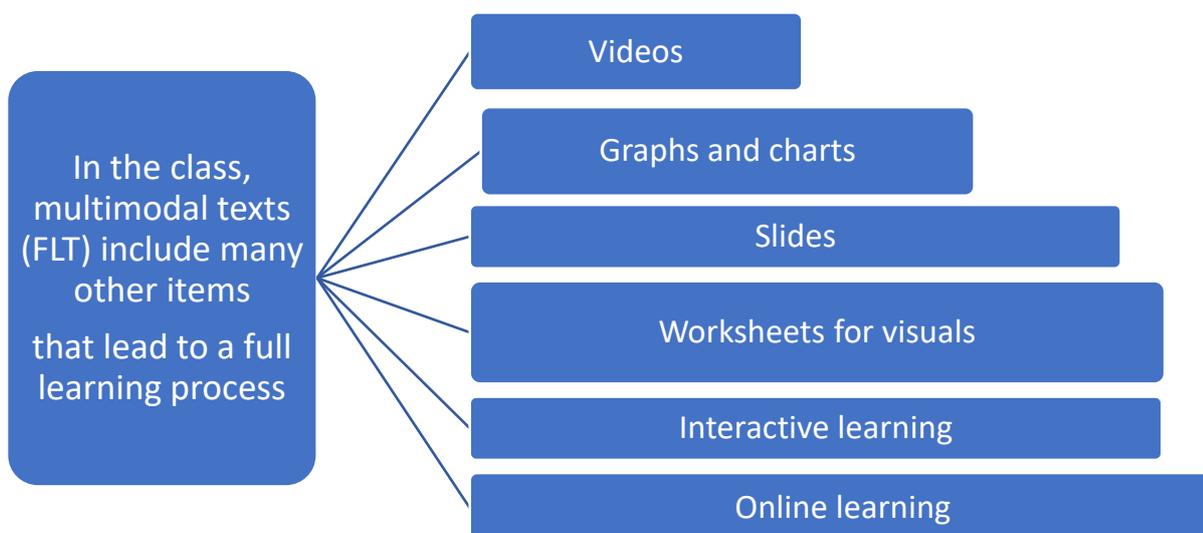
Most presentation software allows users to include audio and video files in presentation as well as visuals.

A variety of programs and Web-based tools allow the creation of personal Web pages and Websites, which include a wide range of multimedia features.

Firstly, students learn the easiest terms and notions to have enough digital literacy and acquire digital competence.

A computer file is a collection of information in a computer-readable form. Text files store words, image files store pictures, audio files store sounds, and video files store video.

A link is a connection from one file to another or another place in the same file. Link to files is stored on a computer or, through the Internet and World Wide Web, stored on other computers.



**Picture 2.** Multimodal tools

Hypertext is written text with links.

A Weblog (blog for short), on which, in addition to written entries, users post multimedia files and link to files on other blogs and Websites in order to collaborate with other writers on a wiki.

Multimodal texts are texts that express their definition using more than one mode of the communication channel. Magazine articles that use words and pictures, websites that contain audio clips alongside words, and films that use words, music, sound effects, and moving images are some examples. Almost all human contact is intrinsically multimodal.

### **Multimodality in use**

It is vital to remember that it is deceptively complex to read and write and deceptively different from expression.

Writing is essentially a transcription of language, that is, a rendering of thought onto a surface and into symbolic structures.

In the following simple forms, conventional grammar describes prose. It deals, firstly, with morphemes. These are the language's smallest grammatical units, such as the prefix, stem, suffix, number, stress, mood, and expression.

Writing is simply something about communicating at a distance, and writing is supposed to be writing at a distance, the person who communicates is no longer there.

So, speaking can seem trivial and obvious, but it has a lot of fascinating and important consequences. First, speaking is a creature of time, while writing is a creature of space. And the speech structure and the writing structure are very distinct.

In talking, or beyond that, paragraphs, or parts of a sentence do not appear. Traditional teaching is a relatively flat, continuous system of units that are very similar in terms of time, following each other, one after the other. Then speakers stress that they have this hierarchical system of sentences, phrases, chapters, and pieces that are in space in prose. As such, speech is incoherent, repetitive, and redundant in a way that is very organized and dense. The most significant thing is that after the letter is written, the spelling check is done.

Writing is a recursive operation that allows the author to switch from one stage to another and back to the previous one. The writer can alter his or her writing more openly.

Obviously, before revising it, each author schedules the writing, but the author could re-plan the writing after revision.

The corrections become much less apparent with digital text, so there may be suggested texts where users spell something somewhere and the suggested text tells someone how to spell it the right way or another way.

Furthermore, writing is a constructive ability that urges the writer to carry out the written form of meanings or messages. The writer attempts to connect with the readers in the writing process by discussing the concepts in the written form. Typically, the ideas include meaning, prior experience, and debate. The speaker must be able to use effective vocabulary specifically to convey the concepts and avoid vague terms. The writer must be mindful that the readers cannot validate the ideas instantly delivered to the writer as they can during speaking. It is also the responsibility of the writer to make his writing plain enough for the readers.

Hence, based on the process of designing speech and writing, writing requires a special kind of mental effort.

Besides, three types of grammar are traditional and well-known. And then the fourth grammar, which is a contemporary reconstruction of multimodal grammar. New grammar is called multiliteracies grammar. Now considering all types of grammar, it is necessary to define them at the same time (Nigar, 2019).

Traditional grammar is a type of grammar research that has been done prior to the beginning of modern linguistics. In this traditional sense, grammar is the construction and development of the basis of words and sentences, without any correlation to the sound and meaning of the content. From the modern linguistic perspective, grammar is the study of the whole interconnected system of structures-sounds, words, meanings, and sentences within a language. Even a little preposition that consists of two letters as in, on, and at, is significant for communication, and for a word, it establishes certain rules for using it appropriately in the speech. But these units also say that the morpheme is the fundamental unit of meaning because the smallest part of the meaning is a morpheme.

However, there is a situation where the speaker has a morpheme that reflects a broad meaning, or complete texts representing the same meaning accessible to the writer. These are some old-fashioned rules of grammar.

So, there are a few rules of conventional grammar.

The first is, that a verb must have a word. The fact that phrases should have a verb is not always the case. A sentence may also be something where the speaker needs to be emphatic, and there is no verb for him or her. Always place the topic at the start of the sentence.

But several examples where a simple sentence with the subject is not at the beginning of the sentence can be easily found in newspaper headlines. For a double negative, the same condition remains. But all these phrases are correct. And the sentence never ends with the preposition, like in the example 'The house in which I reside.' instead of 'The house in which I reside in'. All the time, everyone uses it.

So, all these rules are full of conventional grammar, where they are a little stilted and a bit formal (Cheng, 2003). There are a lot of such laws. And there are perfectly rational exceptions to that rule, every single rule.

For instance, the "boy" might mean that it has the following syntactic features:

1. Noun
2. Countable
3. Common
4. Animate
5. Human

A list of phrase markers to be filled with items from the lexicon, which have many "slots" in them, forms the categorical laws. Each "slot" is associated with several features that determine the kind of item that can fill the "slot." If a phrase marker is generated with a "slot" for a noun phrase head specified as requiring an animate noun (i.e., a noun with the [+ Animate] feature), then the "individual" item can be described as appropriate with this specification and it might be possible to embed the lexical substitution rule into the slot. Accordingly, it could be embedded in "slots" specified as a common noun, a human noun, or a countable noun, but it would be excluded from positions that demand an abstract noun (for instance: idea) or an uncountable noun, for example, water, rice, and milk.

One of the most arguable issues in the improvement of transformational grammar was the correlation between semantics and syntax. Scientists who had a pivotal contribution in the sphere argued that there is an abundant degree of interdependence between these two, and the problem was on how to form that liberty (Zhussupova, Inkarbekova, 2021).

The group of linguists, called generative semanticists, welcomed the general idea of transformational grammar but challenged Chomsky's conception of deep structure as a disconnected and attributable level of syntactic description. In their viewpoint, the main element of grammar must consist of a set of rules for the generation of well-organized semantic descriptions. This could be translated into word strings with an allotted syntactic surface-structure analysis with the aid of the outcome of transactional laws, there is no position in the text from semantic definition to the structure as the construction (Chomsky, 1965).

N. Chomsky contradicted the idea that there is a discrepancy between the two opinions and claimed that the problem is clearly one of a written memorandum. That this controversy might be introduced by one party to the argument against and dismissed by the other is clearly an adequate indication of the doubtless proof.

The fact that linguists were now researching far more intensively than they had the nuances of the interdependence of grammar, on the one side, and semantics and reasoning, on the other, are of greater significance than the overt problems, to the degree that they are obvious.

Latest advances in language theory (grammars) tend to share several ideas that represent a radical break from conventional meanings of disassociated language: a more centralized approach has been produced by focusing on a wide number of different grammatical laws or a corpus of form patterns.

Strong persuasive explanation of language, told on the one hand by a sound theory of language learning and verified/refuted on the other by findings based on examples of language usage.

Chomsky's Universal Grammar and Halliday's Structural-Functional Linguistics (Halliday, 2004) were two generally known hypotheses of this kind. These two hypotheses had been almost independently introduced and developed, and each had been influential from a specific viewpoint in accounting for facets of language.

Nevertheless, with respect to each other, they appeared to stand more in a complementary position than in a confrontational position against each other.

This module attempted to provide evidence for such an assertion to support the point that not only are these two ideas not mutually exclusive but also mutually dependent; there is a way in which, if a fully-fledged account of language is to be obtained, one needs to internalize and integrate elements of the other.

Systemic Functional Grammar or Linguistics, first proposed by Michael Halliday, was referred to a modern approach to the study of grammar that is fundamentally different from the conventional understanding of which language is a set of rules for defining grammatical structures. In this view, language is a meaning-making resource and thus, grammar is a meaning-making resource by wording, explanation, and clarification.

Systemic grammar for the task of constructing such a meaning base is considered as one of the classes of functional grammar. Functional grammar was systemic grammar, which meant (among other things) that it was semantically motivated, or 'natural'. Each category (and 'category' was used here in the general sense of an organizing theoretical concept, not in the narrower sense of 'class' as in formal grammar), as opposed to formal, autonomous, and therefore semantically arbitrary grammar, was based on meaning in a systemic grammar: it had a semantic as well as a formal, lexico-grammatical reaction.

To comprehend the significance of the distinction between theory and grammar, Halliday and Matthiessen named the latter "grammatics". Then, they claimed the need for a more valuable theory

on grammar, explaining the fall of traditional rules of grammar far short of the demand, which is being made on contemporary theories:

SFL takes the resource viewpoint rather than the rule perspective, unlike the 'grammar as a rule' form of philosophy, and it is structured to view the entire grammar system rather than just fragments. That is why it has come to be referred to as practical structural grammar.

The idea behind the current account is known as the 'systemic' theory, in Halliday's words. The systemic theory is a preference theory of interpretation from which a language or some other semiotic system is chosen and then interpreted as networks of interlocking options. Whatever is chosen in one system becomes the way into a set of choices in another, and goes on as far as we need to, or as far as we can in the time available, or as far as we know how to do it.

In answer to the five questions about meaning, the multi-literacy grammar shows the parallelisms between modes:

- 1) Representational – What is related to by the meanings?
- 2) Social – How do the definitions bind the people associated with them?
- 3) Organizational – How do they cluster together the meanings?
- 4) Relational - How do meanings blend into the world of language that is larger?
- 5) Ideological – Whose interests are the definitions twisted to represent?

Teachers and students discover the relationship between language selection objectives and design by using these techniques in multimodal text analysis.

The first three questions are:

1) Sense often applies to something, what is related to by the meanings? 'Significance factor. It is about the essence or the application of the meaning 'going forward.'

2) For the entities they involve, how do the definitions apply?

Significations bind individuals. By linking the world of speakers and listeners with the world of writers and readers, language develops relational connections.

It also illustrates the social aspects in the way the respondents communicate with each other, and the structures in which they are involved. The definitions of power relationships between individuals, behaviors or attitudes, cultural inclination, and degree of interpersonal familiarity or intimacy are often revealing.

3) Why do they hang together the meanings?

Meanings that bring us together have organizational properties and instruments. To construct the message, the operational level of interpretation requires the kind of work performed on the medium. It also means adding together the smaller and simpler parts of sense to represent a broader and more complicated whole. Examining the operational dimension of interpretation provides one an

insight into the special forms of effort that go into cohesive wholes of fashioning meanings and ensuring that they hold together (Dudeney, Hockly, Pegrum, 2014).

However, currently, two questions, the fourth and the fifth question of significance, are sometimes ignored in grammar.

4) Definitions are not just in the text; in fact, they are in the context. Our subjective assumptions and our experience of what meanings are influenced what we take to be meanings. It is not about the context of the letter; it is mostly about the essence of the whole conceptualized world.

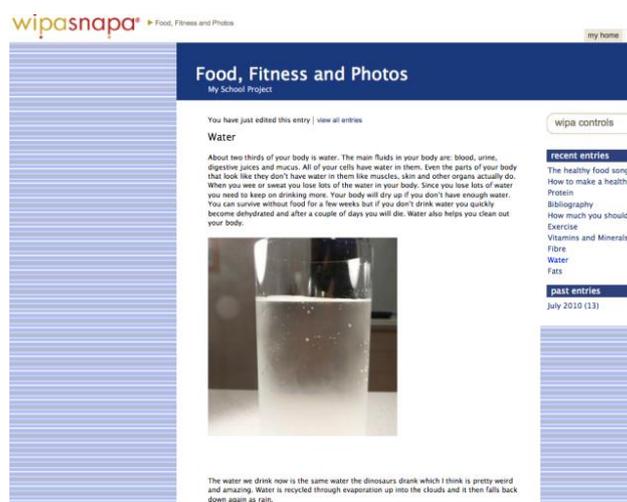
5) The idea of intention is a part of the method. Varied desires and cultural functions serve different meanings. These are often declared publicly and often include statements of true value.

Sometimes, even to the entity who makes the meaning, priorities are not so clear; and statements or consequences of true value are open to doubt. Its ideological component reflects the expressions of concern to be contained in meaning.

Thus, here are five questions, which were constructed to be asked about the learners. Multimodal texts are specific since the language and image could be put together.

We want to try to build a methodological model of how a multimodal text can be developed. In the world of multiple literacies, the paradigm is developed with a collection of resources. In the world of digital technology, the Internet, TV, and the world in which we work, it takes almost everything to be multimodal.

A multimodal text is a text that is present not just orally, or in a document, but also through other semiotic channels, such as images, sound order, audio, and body language, to transmit information to the reader.



Picture 3. Example of Multimodal text: Podcast+Website

Images used in pleasant correspondence-emojicons, which often totally alter the content of the verbal component, maybe the simplest example of a multimodal text.

A podcast is assumed as an aural text, however the boundaries of the podcast episode and their connection with each other through pictures, written text and video or audio casts linked with the narration. So, here the alteration of a text to the multimodal one, is through the aid of websites.

This type of assignment gives visual text and audio maintenance. In this regard, the student perceives information in a double stream, by improving the speed of perception and acceptance of data and resulting in the reproduction of a given material.

### **Multimodal text: Emoji instead of words**

Using specific live examples, Maria Lebedeva, head of the Creative Resources Laboratory within the context of the summer educational project, explained to the audience the fundamental gap in the interpretation of ordinary written messages and messages that combine language, picture, and motion, as well as sound.

She wrote about the mobile application which is called Emoji Shakespeare. This app is constructed by the Arzamas project with the support of the British Council. The aim of this game is to put emojis in the place of words that are missing in the works of the poet Shakespeare. For example, there might be words such as Hamlet, Twelfth Night, The Taming of the Shrew, Macbeth, Othello, Richard III, A Midsummer Night's Dream, and others.

It has been proven by scholars that the implementation of emojis during the conversation might make people more compelled towards the interaction. It has been identified that when they receive smiling faces on the screen, they imagine the face of a smiling person.

Using emojis helps to improve the cognition of the human brain because it gets stimulated to recognize and comprehend Emojis as nonverbal information in addition to processing positive emotions.



William Shakespeare

My mistress' eyes are  
nothing like the 🌞 ;  
Coral is far more red,  
than her 💋 red:  
If ❄️ be white, why then  
her breasts are dun;  
If hairs be wires, black wires  
grow on her head.  
I have seen 🌹 damask'd,  
red and white,  
But no such 🌹 see I  
in her cheeks;  
And in some perfumes is there  
more delight  
Than in the breath that from

**Picture 4.** Example of Multimodal text with Emoji

The use of picture-illustrated books concurrently improves multiple linguistic abilities. The multimodal text illustrates videos, images, and audio that is substantially useful in teaching young students English in primary schools.

First, it encourages learners to evaluate by only staring at the videos. These books are used by the public who are either unable to read or have basic reading skills. Learners look at picture books and believe that they are nothing more than whimsical character sketches and images of imaginative situations.

However, in literacy, educating kids on how to create references, and building self-awareness through these visuals plays a vital role. Children immediately beam with excitement by opening the photo books.

Young students study the photographs as though they were viewing a movie. They examine a scene and, while not knowing how to interpret them, foresee how the plot will unfold. They often equate the words with the illustrations as they read the text. The drawings help children follow the story and make sense of what they are hearing.

#### **Audiolingual Multimodal text**

The Audiolingual Multimodal text is based on practical techniques of the audio-lingual method of EFLT as follows:

- dialogue memorization,
- backward build-up, expansion drill,
- repetition drill,
- single-slot substitution drill,

- transformation drill,
- question and answer drill,
- use of minimal pairs,
- complete the dialogue,
- grammar game,
- filling in gaps,
- matching sentences,
- brainstorming.

Surprisingly, Audiolingual Multimodal Text is the most straightforward type of multimodal text, and it is widely used in Kazakhstani educational settings. It is simpler to locate a text and audio script, discover a track to listen to, and download the file as an mp3, or in another format.

The Audiolingual Multimodal text beautifully strengthens Comprehension Skills in the English language learning process, which is marked by a lack of language practice.

**Aside from that, students have plenty of chances to listen to English.**

**Language learners should always keep English listening content on their phones.**

**They must first download a huge volume of English listening content on their tablets, which they will be able to listen to regardless of where they are.**

**There are various English materials available for download on a computer, including:**

Podcasts are free audio shows or interviews in English that students can access from the Internet. They add podcasts to phones, go to the app store and check for "app," then select one with a high rating.

YouTube also has a lot of English-language content in its database.

### **Pre-production stage**

Meaning created by writing is a very fortunate realm in today's world. And we all know that reading and writing are also very sequential practices. It is designed in a straight line, one step after the other. The reader generally follows the writer and is especially adept at portraying time and causal relationships.

Multimodal text formation is broken down into three stages: pre-development, production, and post-production. The pre-production stage is the first step in producing multimodal text. This is essentially a preparation step. We are thinking about a subject, brainstorming, concentrating, and creating a working thesis at this stage.

The drafting stage aims to build an outline and produce a paper. Do not think about the mechanics of a paper when we are drafting; they will come later.

The pre-production stage is crucial to the whole method of dealing with multimodal text since it charts the future text's direction and main concept.

For instance, students must be able to cope with the complex types of multimodal texts they are producing intentionally. Seeing the whole picture at once; the spectator goes through the image in their own direction, beginning with the first thing that catches their eye; especially good at portraying space at a single point in time.

Particularly when it comes to the Internet, where so much of it is visual, the subject, target, audience, and context are all considered during the pre-production stage. The narrative or substance is fleshed out and structured, with manageable borders in place. This involves restricting the number of pages in a picture book or the number of slides in a PowerPoint presentation.

There are also time limits for multimedia works, which vary from 30 to 90 seconds for beginner podcasts, documentaries, or animations.

The next crucial step in the pre-production process is to consider multiliteracies. Hence, formulate an answer to the following five primary questions:

- 1) To whom does the multimodal text refer to? - Bringing the dilemma, concept, features, and relationships into reality.
- 2) To Conversation - Figure/Ground, Eyeliners (Voice, Mood), People Viewing the Picture, How Engaged? (example: second or third reading position)
- 3) To Structure - Compositions: picture, elements, framing (like syntax).
- 4) To Situate: Asking the questions – “where is the picture? Where is it located?”
- 5) To Intend - There are objectives in the scene, in the imaging, and in the seeing. Teaching students how to write in general focuses on teaching them how to write brief, purposeful, interesting, and exciting texts in a variety of forms and media formats. Any level of multimodal text creation can be arranged.

The pre-production stage is carefully prepared.

Writing a plot outline that includes details about who, when, where, and why, writing a script that includes information about the text characters, narration, movement, sound effects, and music, and designing a storyboard to scope the graphic design of the text – what will be seen and how it will be shown – are all examples.

In order to create multilingual multimodal texts, learners take part in the pre-production step by implementing their powerful language to accomplish the objective.

Table 1. provides useful online and free applications for creating multimodal texts. It might also be meaningful for students in arranging a multimodal text with the help of a storyboard, definitions, and extra information in their mother tongue.

Table 1. Websites for creating multimodal texts

№	Logo	Link	Features
1		<a href="http://www.thinglink.com/">http://www.thinglink.com/</a>	Embed pictures, video, text
2		<a href="http://www.abcya.com/animate.htm">http://www.abcya.com/animate.htm</a>	Animation program
3		<a href="http://goanimate.com/">http://goanimate.com/</a>	Animation program to create movies
4		<a href="http://edu.glogster.com/">http://edu.glogster.com/</a>	Virtual Poster. Embed text, video, pictures
5		<a href="http://www.padlet.com/">http://www.padlet.com/</a>	Virtual pinboard. Embed video, text, and pictures
6		<a href="http://www.toondoo.com/">http://www.toondoo.com/</a>	Create comics using text and visual
7		<a href="http://museumbox.e2bn.org">http://museumbox.e2bn.org</a>	Embed text, video, pictures to portray historical events
8		<a href="http://www.spicynodes.org/">http://www.spicynodes.org/</a>	Mindmapping: embed pictures, video, text
9		<a href="http://www.wix.com/">http://www.wix.com/</a>	Create your own website: embed pictures, video, text

10		<a href="http://www.powtoon.com/">http://www.powtoon.com/</a>	Create animated videos and presentations. Audio, visual and text
11	 	<a href="http://www.voki.com/">http://www.voki.com/</a>	Create your own avatar using audio
12		<a href="http://voicethread.com/">http://voicethread.com/</a>	Combine documents, video and audio into a presentation.
13		<a href="http://zunal.com/">http://zunal.com/</a>	Create a webquest. Embed video, text and visual
14		<a href="http://scratch.mit.edu/">http://scratch.mit.edu/</a>	Imagine and create video games, stories and animations
15		<a href="http://www.haikudeck.com/">http://www.haikudeck.com/</a>	Create visual and text presentations

Table 1 enumerates a lot of free online web resources for narrating, making scripts, recording speeches, making videos, creating slides, etc.

When producing multimodal texts that contain native languages, learners communicate with any person who knows the target Language. Besides, bilinguals interact easier and have their own experience of communication strategies.

Consequently, when a student takes charge of communicating and recording their foreign language practice with peers and the teacher, it is critical.

### **Production stage**

The fundamental sof training students to construct multimodal texts include composing short, meaningful texts and providing texts in different formats and platforms.

Learners should obviously gain more influence over the various semiotic inputs of each of the forms used, while still concentrating on creatively joining forms into a coherent whole.

Aside from that, pedagogical attention to any technological requirement is critical. The creation of multimodal text can be broken down into stages based on the film making procedure.

The development stage refers to the method of writing or creating a text. Production can be an easy process with common tools and materials, or it can involve learning to use more advanced digital tools such as cameras, recording equipment, and digital applications.

For the literacy class, compound media production processes can be simplified. For example, editing 'in-camera' is a simple method of creating real-time videos. This necessitates the meticulous planning of the entire sequence in the first place. The film is shot sequentially, frame by frame, pausing between frames, beginning with the title shot. Sound effects and additional information must be recorded in real time as the action unfolds. The film is finished after the final frame, and no further editing or post-production is required. When recording simple podcasts, you can use the same method as when editing 'into the microphone.'

Traditional film or podcast production methods, on the other hand, entail shooting or recording content in segments, then combining the final text in post-production.

The pedagogue might need to give explicit instruction on how to implement the equipment and technological skills required to capture and create digital multimodal texts. To assist students in learning and teaching technical language related to production skills, the teacher can provide reference materials with annotated visual effects.

Revising is the next step in the procedure. Students should read and consider the content while revising. They can think of revising as taking a step back and looking at the big picture. Do not worry about the mechanics of the paper just yet; instead, concentrate on the content. Editing entails correcting grammatical, spelling, and punctuation errors, as well as repetition and style.

### **Post-Production stage**

The final stage is critical because students must present their multimodal texts while interpreting and analyzing various multimedia sources as well as authentic English language material. It's time for students to present their work to their audience/peers/group mates.

Students add visuals to a website or blog in order to optimize it and then share through social media, email newsletters, etc.

Multimodal texts which combine words and images are the most common form of multimedia listening/writing. Two types of assignments might be given image analyses and a narrative that explains an image.

Composing image analyses mean the activities which students are asked students to analyze are single images such as a painting from a museum (possibly viewed online).

For example, in analyzing the photographs in image analysis, the teacher has two tasks:

- describe the picture as comprehensively as possible, using adjectives, comparisons, and words that help readers focus on the picture and the details that compose it.
- analyze the argument the picture seems to be making.

Identification of style aids in an effective and systemic mode of learning. According to such theorists, one or two styles are usually striking which filter what is needed to be learned. If one has developed into a more mature state, he/she can have a mixture of distinctive learning styles.

The tasks promote learners to make progress and retain new information in the course of the learning process. Teachers interact with learners through these individual modes and effectively teach them while considering their preferred style of learning.

Finally, it is a known fact that everyone cannot learn and remember in the same manner, so it is up to teachers to be innovative and come up with strategies to assist learners in befitting manners.

## CONCLUSION

Digital technologies are tightly interdependent with writing and reading. Students have learned multimodal texts from their own experiences. It means to identify the relations among diverse modes: image, sound, text, gesture, and their usage of them in education. Supporting students with analyzing, reading, and applying modes allow them to cultivate literacy skills.

Multimodality includes the multifaceted interweaving of the sound, including speech, picture, word, movement, and body movement. These are joint in diverse ways and offered through a diversity of media.

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# EDUCATION OF HUMANITY IN TEACHING A FOREIGN LANGUAGE THROUGH THE USE OF DIDACTIC MATERIALS

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## ABSTRACT

*This paper considers the possibilities of applying a humane approach in teaching a foreign language in the modern educational institutions. The relevance of the study is due to the need to educate the individual on the basis of universal values. The goal of humanistic education is to create certain conditions for the formation of a student's integral personality. The object of the research is the concept of humane pedagogy in teaching a foreign language in modern educational institutions. Theoretical and empirical methods were used during the study. The personal long-term experience of the authors, as well as the results of the experimental study, give reason to assert that the use of English language lessons in the educational potential of educational texts taken from the works of English and American humanist writers are on a par with the author's; poetic, song, regional studies, local history texts really contribute to the development of the humanistic worldview of students, the education of their moral feelings, the formation of skills of humane behavior. The data of the ascertaining experiment showed that the possibilities of English lessons in the education of humanity in students are not always used in full. Approbation during the main experiment of the author's educational material on the English language made it possible to trace the dynamics of the development of the formation of humane qualities in the control and experimental groups, which gave us the opportunity to conclude that the previously put forward hypothesis was true.*

**Keywords:** humane pedagogy, foreign language, modern educational institutions, spiritual and moral education, level of upbringing.

## INTRODUCTION

If we talk about the need to humanize the process of teaching students a foreign language, then the teacher should remember that all the educational material that he uses in the lesson should act as a means of educating students of humanity. Thus, a teacher of a foreign language, selecting educational material, must first of all select such material that will ensure the solution of not only educational, but, above all, educational tasks. To do this, the teacher must, before starting the selection of educational material, determine for himself what kind of humane qualities he wants to instill in students in a particular lesson.

We have analyzed the textbooks used by the foreign language teachers. The analysis showed that, on average, only 10% of the material and exercises given in the textbook are aimed at educating humane personality traits such as kindness, mercy, politeness, tact, etc.

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

The textbooks mentioned above, in addition to the insufficient spiritual and moral context of the content, also have an imperative character in the formulation of tasks. Each task of textbooks in a categorical formulation obliges students to read, answer questions, translate, fill in the gaps, etc. In our opinion, such a categorical formulation of tasks, in which there is no alternative, is undesirable, since in itself it carries the authoritarian nature of the teacher's behavior in the classroom. We believe that any textbook, and in particular an English textbook, should be not just a book with a set of exercises and rules, but a friend and helper for the student in the process of his spiritual and moral development.

The effectiveness of the use of didactic material of spiritual and moral orientation in teaching a foreign language in the framework of the concept of humane pedagogy.

Before considering the specific features of the education of humanity in the lessons of a foreign language, we consider it necessary to dwell in detail on the very concept of “education”, since, in our opinion, all the activities of a foreign language teacher aimed at educating humanity in students depend on this.

According to Gazman O.S. the essence of education is the joint activity of children and adults, aimed at achieving jointly developed goals and objectives. In this case, the task of the teacher is not to transfer ready-made, centuries-old models of spiritual and moral behavior, but to create these models together with students. From the author's point of view, the content of the educational process consists of a joint search for values, norms of behavior and life laws by the teacher and students, as well as their study (Gazman O.S., 1995).

Gazman O.S. notes that it is during adolescence that the ability to self-determination develops in relation to educational material, in the presence of appropriate work on the part of the teacher. In other words, it cannot be argued that only the teacher is the bearer of the content of education. The teacher and students first jointly set goals and objectives, plan and distribute the material, choose ways to work in the lesson, and only then implement the selected content together.

Thus, the object of education in humane pedagogy is the educational process, while the subject of education is the personality of the student.

We agree with the author that it is the coordinated actions of the teacher and students that lead to search and research activities and change the educational material itself as a whole. If we consider in more detail the concept of O.S. Gazman, one should pay attention to his “humanistic maxims (principles) of education”:

- the student cannot be a means to achieve pedagogical goals;
- self-realization of the teacher - in the creative self-realization of the student;
- always accept the student as he is, in his constant change;

- overcome all the difficulties of rejection by moral means;
- do not humiliate the dignity of your personality and the personality of the student;
- students - carriers of the coming culture;
- measure your culture with the culture of the growing generation;
- education - dialogue of cultures;
- do not compare anyone with anyone, you can compare the results of actions;
- trust - do not check! - recognize the right to make a mistake and do not judge for it;
- be able to admit your mistake;
- protecting the student, teach him to defend himself.

## **METHODOLOGY**

There is also the matter of learning English. Evaluating information depends on the context and circumstances. The diagram offers a nice framework for the concept of 21st century learning and humane pedagogy by focusing on the several core components of modern learning: metacognition (reflection), critical thinking, technology, problem and project-based learning.

An important element in the development of the student's self-awareness is the emerging assessment of the personality. This self-esteem may be underestimated, but as observations show, today many students have precisely overestimated self-esteem. If in the authoritarian system of education and upbringing, students with low self-esteem were more common, now, with the transition to the updated content of education using a student-centered approach to teaching, the situation has changed for the better.

Self-esteem is very important throughout the development of personality, and especially in early adolescence. The well-known American psychologist William James, even proposed a peculiar formula by which the level of self-esteem can be conditionally subtracted. According to this formula, self-esteem is equal to success divided by claims. (O. Henry, 1977). Thus, the higher the claims, the higher should be the achievements of the discipline.

In connection with the foregoing, it should be noted that the main task facing the teacher of English is the maximum support and development of a high level of student aspirations. To do this, the teacher must constantly create and maintain a situation of success in the classroom for each student. It is also very important to meet the needs of students. Regarding school age, the main need of student is the need for communication. This is due to the constant mental and physical development, and, as a result, the expansion of the interests of the student. Such a state of mind makes the student constantly seek communication with others.

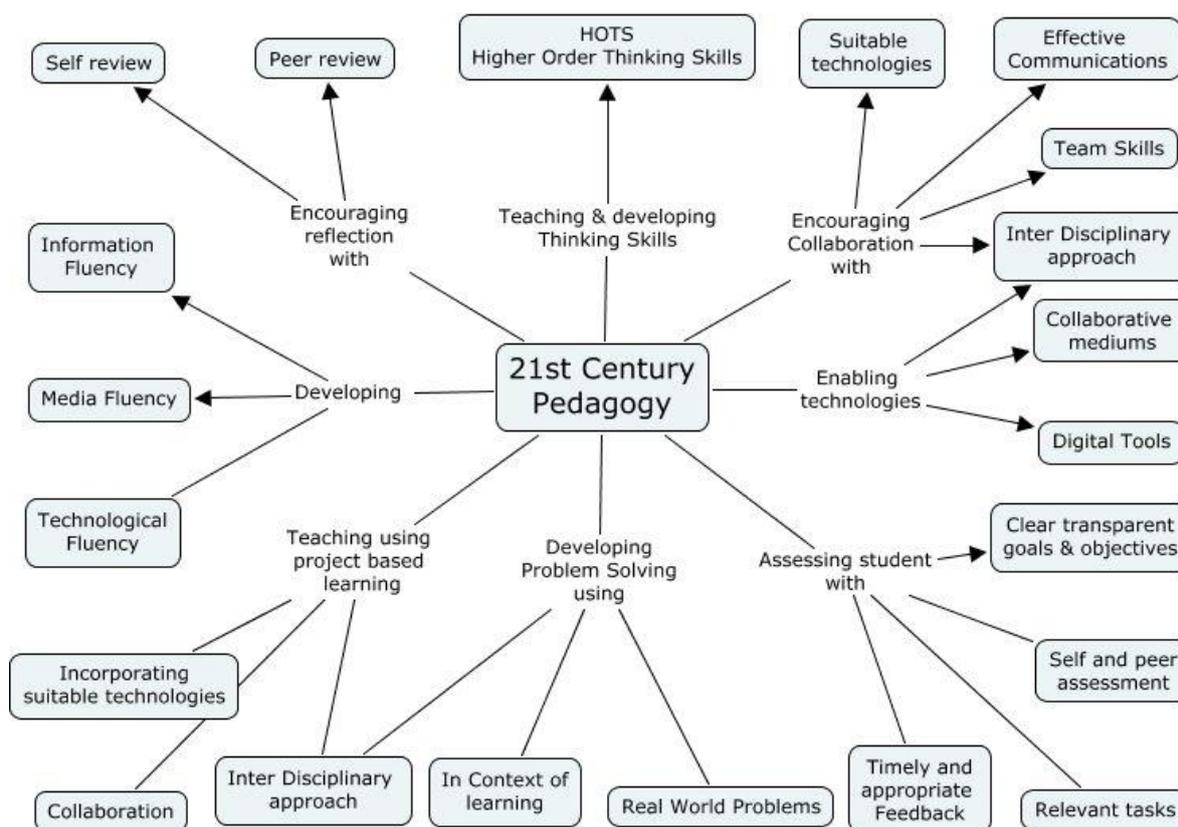


Fig. 1. 21<sup>st</sup> Century Pedagogy

It should be noted that the subject "foreign language", in comparison with others, to a greater extent can realize the student's need for communication, since one of the main goals of a foreign language is to develop the language skills of students through a variety of tasks that contribute to the development of analysis, evaluation and creative thinking. The content of the curriculum provides for the formation and development of students' communication skills for conducting conversations within the framework of various topics. (Instructive-methodical letter, 2021). In English lessons, communication, as an activity, is not only a goal, but also a way to achieve this goal. And if this goal is not achieved, then the teacher can immediately notice a clear loss of interest in studying the subject. In this case, students see in English lessons only a set of grammatical rules and words and stop perceiving the language as a means of communication.

The main specific feature of educating students in foreign language lessons is its implementation through educational material presented in a foreign language, in the course of foreign language communication between the teacher and the student, on the one hand, and the students themselves, on the other. The solution of educational tasks in the classroom is complicated by objective language difficulties that arise in the process of communication. At the same time, before students studying a foreign language, boundless spaces are revealed in the knowledge of the surrounding reality through familiarization with the cultural values of other peoples.

Historically, a foreign language has been one of the most important subjects. But, it should be noted that its educational and developmental potential has not been studied yet.

Many teachers understand that in a foreign language lesson, in addition to teaching goals and objectives, educational ones should also be implemented. Nevertheless, the majority of teachers still consider practical knowledge of a foreign language to be the main goal of teaching a foreign language. Having studied the short-term planning of English language teachers, we came to the conclusion that the educational goal of the lesson is very general, and often absent altogether. The analysis of attending lessons shows that the implementation of the educational tasks of the lesson often just hangs in the air, the dynamics of the development of students' personal qualities is not traced, and educational goals are not based on a psychological analysis of changes in the student's personality.

Considering this problem, we believe that it is necessary to approach the setting of the educational goals of the lesson from a psychological position, that is, to present them in the form of tasks for the formation of various emotions, feelings, motivations with a certain control over their presence or absence.

We believe that English lessons at universities have unlimited opportunities for the formation and development of humane, spiritual and moral qualities of a person.

The foregoing in this research allowed us to draw the following conclusions:

1. The upbringing of the humane qualities of the personality of the younger generation originates far in the past and is based on centuries-old traditions and on the very concept of humanism, the main idea of which is the understanding of man as the highest value. Foreign, Russian and domestic researchers are studying the experience of humanistic education in general, but at the moment the practical possibilities of educating humanity in English lessons remain not fully understood, and there is also a lack of methodological material on the practical application of a humane approach in English lessons.

2. An analysis of the scientific psychological and pedagogical literature shows that they have not come to a consensus on the issue of defining the very concept of "humanity" and its structural components. In the structure of humanity, we distinguish the following basic personal qualities: sensitivity, sympathy, cordiality, patience, kindness, delicacy, tact, courtesy, altruism, respect for oneself and others. As a complex moral quality, humanity is formed in the process of people's relationships with each other, in particular in English lessons.

3. Specific features of the education of humane qualities of a person in foreign language lessons depend on the characteristics of a given school subject and the characteristics of a certain age. Education in English lessons is carried out through foreign language communication of all participants in the educational process through the implementation of the educational process, but at

the same time is complicated by objective language difficulties that arise in the process of communication. Each period of development of students has its own psychological, social and physiological characteristics. The use of a humane approach to teaching requires the teacher to reject authoritarianism and other negative verbal and non-verbal influences on students.

The system of education has been changing from year to year and even from month to month since its inception. This is a social area that subject to regular updates. This is due to the fact that the needs of people are also constantly changing, there are changes in the economic and social sphere thus education must comply with these changes.

Education overtakes life, it will contribute to the personal development and personal growth of students. The backward system of education cannot educate a functionally literate student.

The Soviet institution is considered to be classical, but even in such institutions, with the same curricula, there have always been different approaches to teaching the subjects. On the one hand, there have always been teachers who exercised external influence on students. On the other hand, at all times there were teachers who tried to develop the internal motivation of students for self-development and self-improvement through the methods of humane pedagogy (Amonashvili Sh. A., 1983).

The origins of the alternative personal approach to education are laid down in humanistic psychology, the founders of which are A. Maslov, S. Buhler , K. Rogers .

What is the difference between an authoritarian upbringing system of students and a humane one?

In an authoritarian pedagogy, the teacher builds his relationship with the students on the basis of a system of rewards and punishments, that is, coercions. Humane pedagogy promotes the ideas of the spiritual development and mutual cooperation. Authoritarian Pedagogy is more focused on the formation of knowledge, skills, and learning process itself. Humane pedagogy is aimed at educating the spiritual and moral qualities of the student and knowledge is understood as a way to achieve this goal.

Students today are different from the students of the last century. They were different. Today's students have qualities that the students of the last century did not have. One of the most important distinguishing features is that the modern students perceive the world with a particular versatility.

This does not mean that the older generation was undeveloped or limited, however, today's students can do more both physically and mentally, and, at the same time, acquire completely different knowledge and skills. They have a kind of expanded consciousness, and these students need new teachers. Students today need teachers who think broader. Today's students need a special approach.

Speaking about the system of teaching of students within the framework of a humane approach, it is necessary to look for forms and methods of work in which the student will motivate himself through internal natural abilities, and if we are talking about forcing the student to do what is necessary, then this should be done in such a way that the student wants it himself. It is necessary to understand and remember that each student strives for development, teaches and motivates himself, but at the same time he makes a minimum of effort, since motivation occurs through the inner nature with which he lives in harmony.

Seeing the world through the eyes of a student is strikingly different from the vision of adults and, in particular, teachers. The teacher, within the framework of humane pedagogy, must try to look at the world through the eyes of a student. The system of education and upbringing should be built in such a way as to increase the motivation of each student for self-development and self-education.

In a humane education system, in contrast to an authoritarian one, it is necessary to find such forms of cooperation in which students themselves will directly take part in their development and education. It should be noted that for each individual student, this is likely to be different forms and methods of work. But, despite this, we consider it possible to build a system of education and upbringing in such a way that every student can feel himself sufficiently mature and free.

Why is it so difficult to move from the classical authoritarian education system to a humane-personal one? Authoritarian pedagogy, according to many teachers, is much easier. Humane pedagogy is not a common form of education but it requires breaking the teacher's personality.

We are convinced that at present teaching and upbringing at universities should be based on a humane-personal approach. And for this, the organization of the educational process should be built in such a way that the students are loaded with interest.

The ideas of humanism have a very rich and interesting history that goes far into the past. The very term "humanism" (from lat. *humanitas*) is translated from Latin as "humanity". It was used already in the 1st century. BC e. Roman orator Cicero. The main ideas of humanism are related to respect for the dignity of every person.

The very ideas of humanism presuppose the recognition of all the basic rights of the individual: to life, to development, the realization of one's capabilities, the desire for a happy life. If we consider the ideas of humanism in world culture, they appeared in antiquity. Already in the third millennium BC. the Egyptian priest Sheshi spoke out about helping the poor.

There are many sources found by historians, which are direct confirmation of the fact that the ideas of philosophical humanism already have been existed in ancient Egypt.

Such evidence can be found in the wisdom books of Anemone, which described the moral behavior of man. Since the culture of this state was saturated with a religious atmosphere, the level of morality and humanity of the Egyptians was very high.

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

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

Much evidence indicates that currently there is a tendency to reduce the spiritual and moral potential of the individual. This manifests itself in various spheres of human life in the form of aggression, selfishness, indifference, etc.

As mentioned above, the ideas of humanism had a long history. The ideas of spirituality, morality, justice and honesty can be seen in the works of oral and written folk art, in world fiction, as well as in various religious concepts. The ancestor of the principles of humanistic education is considered to be the Athenian schools, which opposed itself to the Spartan. In our opinion, it would be legitimate to say that ethnopedagogy is at the origins of humane pedagogy in general.

All outstanding teachers and philosophers, first of all, were great humanists who made an invaluable contribution to the development of humanistic education and training.

This paper will consider humanistic views, which are reflected in the works of world famous poets and writers. Among foreign authors, we consider it necessary to name such outstanding people as Zh.Zh. Russo, I.G. Pestalozzi, D. Locke, A. Maslov, M. Mantessori, J.A. Kamensky, K.A. Helvetia.

Among Russian authors and authors of the near abroad of the past and present, the works of Sh. Amonashvili, L.N. Tolstoy, N.A. Dobrolyubov, K.D. Ushinsky, P.P. Blonsky, P.F. Kaptereva, M.M. Rubinstein, L.S. Vygotsky, A.P. Pinkevich, M.S. Epstein, A.S. Makarenko, V.A. Sukhomlinsky, B.T. Likhachev, Yu.M. Zeitlin. These are the names of only the most famous humanist teachers. The complete list includes many names.

Among the Kazakh authors, it is necessary to name A. Kunanbaev, Y. Altynsarin, A. Baitursynov, A. Bokeikhanov, M. Dulatov, Nurtazin R.B., Zh. Aimautov, S. Kubeev, and others.

## **DISCUSSIONS AND RESULTS**

Analyzing the main shortcomings of setting educational goals in a foreign language lesson, we came to the following conclusions:

- 1) The education of the student's personality in the classroom is understood as a complex of certain types of education, such as labor, environmental, moral, etc., which are often not interconnected, which involves the education of one type, missing others;
- 2) Education is seen as a by-product of learning, and not as its main goal;
- 3) Educational goals in the lesson are implemented mainly through content, and are not related to the very organization of the educational activities of students in a foreign language lesson.

In view of the insufficient development of the problem of educating humane qualities in students at English lessons, English teachers often lose sight of the main task to which the entire learning process should be directed, which is undoubtedly the development of the student's personality, endowed with humane and moral qualities, possessing self-respect and respect not only for all people, but also for the traditions of mankind as a whole.

Meanwhile, the experience of working as a teacher in a university gives us reason to assert that English lessons have all the prerequisites and opportunities for the formation of humane qualities of a person, which we will try to prove in our study.

Signs of humanistic technologies of teaching foreign languages are: the nature of the interaction of participants in the learning process; the way the teacher guides; the degree of independence of students; combination of the collective and the individual. The main principles that determine the humanization of technologies for teaching foreign languages are:

- the principle of interactivity;
- the principle of "right to make a mistake";
- the principle "the process is more important than the result".

Teaching a foreign language is carried out in the process of interaction between the teacher and the student. Such forms of interaction are cooperation and interaction. Today, teaching a foreign language is inextricably linked with teaching foreign language communication.

I.A. Zimnyayanotes that "interaction in the form of cooperation presupposes communication as its ideal form. The first cannot be without the second, while the second can be without the first, which indicates their relative autonomy. (Zimnyaya I.A., 2005).

This article will consider humanistic pedagogical technologies and methods that are implemented in the process of teaching foreign languages. We would like to distinguish between such concepts as method and technology.

A method is a practical implementation of an approach. Methods include various techniques and technologies as a part of the standard. Technology is already an ordered sequence of techniques.

Among the various teaching technologies, the following are the most relevant to the tasks of humanizing learning: communicative language teaching technology (Communicative language teaching); training in cooperation (Cooperative learning); project technology (Project learning); Task-based language teaching (TBLT); Immersion in the language technology.

These technologies are truly humanistic in their philosophical and psychological essence. These technologies make it possible to educate students in sociability, independence, kindness and mutual assistance. Using these technologies, we allow the student to become an active subject of educational and cognitive activity. As a result of the use of such technologies, students are expected, along with the development of creative and mental activity, the development of personal humane qualities, as well as the predominance of positive feelings and emotions.

Forms of cooperation in the classroom include group and pair work, role-playing and business games, training lessons, etc.

Scientists distinguish four types of educational cooperation: "teacher - student", "teacher - class", "student - student in pairs", "student - two students", "group interaction of the entire class as a whole", "teacher - teaching staff". Researcher G.A. Zuckerman also proposes to distinguish between the student's cooperation "with himself" (Zuckerman G.A., 1992).

The practice of working at the university shows that it is advisable to alternate traditional and innovative learning technologies.

Below, we will try to consider in more detail the potential of educational material in English lessons, which, in our opinion, is the main tool for educating students of humanity in English lessons.

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

examples, we will attempt to show the educational potential of the educational text from the point of view of educating humanity in English lessons.

As for reading literary texts, Victor Marie Hugo said: "All kinds of rudeness melt, as if on fire, under the influence of daily reading of good books" (World encyclopedia of aphorisms).

We believe that the literary texts of such prominent authors as O. Henry, O. Wild, M. Twain, J. London, Aesop, L.N. Tolstoy and other authors can in practice help an English teacher in such a difficult task at present as the formation of humane qualities of a person, as well as a humane worldview among students.

Below we will consider the educational possibilities of some works of art that English teachers can use in their lessons.

A selection of excerpts from works of art should be carried out in accordance with the age characteristics of students.

For students, we suggest using the texts of short stories, fables and fairy tales containing morality. As an example, consider the fable written many centuries ago by Aesop, "The Ant and the Grasshopper" ("The Ant and the Grasshopper"). Aesop is known to have lived in Greece between 620 and 564 BC. He was a slave and a storyteller whose stories have come down to our times and are still being rethought. This fable describes a situation in which a hungry grasshopper, with the onset of winter, asks for food from an ant and is refused. The moral of this work is the need for hard work to obtain benefits and various benefits. This short work contains such a moral problem as unwillingness to work, unwillingness to make efforts for something. The morality of this work can teach junior schoolchildren diligence, diligence, and responsibility for their previous actions in the future.

The discussion of this work led students to serious discussions about hard work and responsibility. The grasshopper was not only irresponsible about his stocks for the winter, but also tried to coax the ant into the same irresponsible behavior. But the ant, paying no attention to the grasshopper, continued to do his hard work and prepare supplies for the winter. And when winter came, the grasshopper was practically dying of hunger, and only then did he understand that only those who work today reap the benefits tomorrow.

Based on the results of reading this fable, students made the following independent conclusions: "The grasshopper is very stupid because it did not prepare for winter", "The ant did the right thing by teaching the grasshopper a lesson, but if I were the ant I would help him", and some students stood up to the protection of the grasshopper, reasoning as follows: "The ant is very cruel, he should have helped the grasshopper anyway." We saw on a specific example how even such a small work, consisting of only 10 sentences, helped the teacher to form not only such important qualities of

students as diligence and responsibility, but also very important humane qualities of a person like mutual assistance and compassion.

We also encourage English teachers to use short pieces such as “The Lion and the Mouse” and “The Goose that laid the Golden Eggs” in their lessons), “The Fox and the Grapes”, “The Dog in the Manger”, etc.

We will consider the work with the artistic text using the example of the English folk tale “The Disobedient son” (“The Disobedient Son”). Usually, not everyone thinks about the meaning of fairy tales, although each of them carries a certain morality. This tale tells the story of a rich farmer who had a lot of land, livestock and money. The farmer had two sons. One of the sons eventually demanded his share of the property from his father. The father and mother were against such a decision, but there was no way out, and the son took and sold his part of the property. Having received a lot of money, the son made many friends, but not all of them influenced him positively. The son eventually squandered all his money and he had to return to his parents in disgrace. The moral of this tale is that you should always listen to the opinion of your parents.

We have already noted that students are in a kind of “risk group” in terms of anxiety and upbringing. At this age, according to psychologists, conflicts with parents most often occur, which consequently leads to antisocial behavior.

After reading and discussing the above tale, the students were asked to answer a few questions. So, to the question “What would you do in this situation if you were the farmer's son?” (What would you do in this situation if you were the farmer's son?). Many students initially answered that the share of the inheritance belongs to the son and he has the right to dispose of it. Also, many students expressed confidence that they would not have spent the money so imprudently, but would have increased it. We regard such reasoning of students as features of not having a clear idea of financial literacy. When the students were asked more specific questions such as: “How would you spend your money rationally?” (How would you spend your money wisely?) or “How would you explain to your parents that you want to take some of the property?” (How would you explain to your parents that you want to take away part of the property?), the students found it difficult to answer specifically. Some of the students, thinking more seriously, changed their minds and said that they would first of all consult their parents. This suggests that it is in the power of the teacher to influence the perception of the surrounding reality by students, which we propose to do in English lessons through educational material. In the experimental part of this dissertation research, the authors examined in more detail the educational possibilities of another short work “The Bear and the two Travelers” (“The Bear and the Two Travelers”) by the aforementioned author Aesop.

As an example of the educational possibilities of the text, we consider the story “Gifts of the Magi” (“Gifts of the Magi”) by the outstanding American writer O. Henry. This work contains a serious moral problem of one's own sacrifice for the sake of a loved one. The story tells the story of one young family, Jim and Della Jung. The family is quite poor, although they work hard. The story takes place on Christmas Eve. Young spouses want to congratulate each other, but due to their difficult financial situation, they do not have the financial opportunity. A young married couple has only two things they treasure immensely: Jim's watch, which he inherited from his father, and Della's gorgeous hair.

The love of a young couple is so strong that they decide to sacrifice their values for the sake of their beloved. Della sold her beautiful hair to the hairdresser and bought a watch chain for her husband, and Jim sold his watch and bought Della hair combs, which she once stared at in a store window. The climax of the story is when Jim comes home on Christmas Eve and he and Della give each other gifts. At this moment, both spouses realize that they love each other more than anyone in the world.

This work was offered to students on Christmas and New Year's Eve so that the students could better feel the atmosphere of the events taking place in the story. It should be noted that this story caused deep emotional experiences among students.

Judging by the statements of the students, almost everyone liked the story and caused the students to think deeply about life, about love and self-giving. We believe that such works should be used in English lessons in order to develop in students such humane qualities as love, compassion, loyalty, devotion and self-sacrifice. Such texts are of great educational value, as they offer students models of humane behavior and can be useful to students as an incentive for self-development and self-education. Also, correctly selected texts encourage students to analyze and morally evaluate the events of the work. The texts of the works, which carry a certain morality, have a strong humanistic orientation; help a foreign language teacher to educate his students as kind, sympathetic and sympathetic.

Local history and geographical texts also have an invaluable educational potential, along with artistic ones. Using such texts in his lessons, the teacher instills in his students such important humane qualities as patriotism, loyalty, devotion, pride and love for their homeland. Living on the territory of the Republic of Kazakhstan, we try, within the framework of integration, to turn more often to texts from the field of geography of Kazakhstan, Kazakh literature and the history of Kazakhstan. Working on such texts, students not only learn more about the culture, traditions and characteristics of their people, but also analyze the achievements of their country in various fields of politics and economics. As a work on such texts, we invite students to write their opinion on one or another aspect, as well as

analyze individual actions of prominent representatives of the Kazakh people, putting themselves in their place.

As part of the experimental work, we used the geographical tests of modern fiction and periodicals in English lessons. The students were greatly impressed by the texts and illustrations from the books “Kazakhstan. Natural wonders” (Kazakhstan. Natural wonders, 2011) and “Magic Kazakhstan” (Magic Kazakhstan, 2012). These collections contain not only colorful illustrations and interesting texts, but also the writing language is very valuable for learning. Words and phrases such as “splendor”, “sparkling glaciers”, “mysterious deserts”, “the poetry of sunlight” will help the English teacher not only enrich students’ speech, but draw their attention to the peculiarities of the history and culture of their country.

We also believe that English speech etiquette can serve as an important source of education of spiritual values in students. Lvov M.R. defines the definition of “speech etiquette as “rules of speech behavior based on national and international traditions and relations and implemented in a system of stable formulas and expressions in conditions of polite contact with the interlocutor” (Lvov M.R., 1988).

The content and results of experimental work on the education of humanity in foreign language lessons through the use of didactic material.

To solve the problem of our study, it was necessary to generalize the extensive personal experience of teaching English by the authors of the study, as well as conducting experimental work. At all stages of the experiment, we adhered to the point of view that the education of humane qualities of a person is one of the most important components of the entire system of education and upbringing.

Preparation for the experimental work included the definition of goals, objectives and stages of the study, as well as the selection of groups to participate in the experiment.

Experimental work included ascertaining, basic and control-generalizing experiment. Tools for quantitative and qualitative research were studied and selected. The ascertaining experiment consisted of several stages. At the initial stage, the goal was to determine the degree of formation of students' knowledge and ideas about the very essence of humane relationships between people and their humanistic ideal in general.

The general dynamics in the experimental group shows that 16% of the total number of participants has raised to a higher level of upbringing and development of humane personality traits.

This allows us to conclude that our hypothesis is true that it is possible to educate humanity in English lessons, subject to several conditions:

- it is necessary to use knowledge about the age and psychophysiological characteristics of students when applying a humane approach to teaching;

- educational material in English of a humanistic orientation can be used purposefully for the development of humane qualities of a student's personality;
- optimization of the educational process in English lessons will create conditions for the development of humanity among students.

The purpose of the main experiment was to cultivate the humane qualities of the personality of students by means of the educational material worked out by the authors, which has a humanistic orientation, in the conditions of optimization of the educational process.

To conduct the main experiment, control and experimental groups were identified from among the students. In the control groups, training was carried out on the basis of the educational material indicated by the curriculum, and in the control groups, with the involvement of the author's educational material, which included works of art by English and American authors, local history, country studies tests, as well as English proverbs and sayings. Conversations in the lesson were built taking into account modern English speech etiquette.

During the main experiment, the methods of participant observation, analysis of educational documentation, conversations with students and parents, analysis of essays, essays and oral statements of students were used.

Below we will give separate fragments of lessons in experimental groups using the author's educational material in the conditions of humanization of the educational process.

Consider a fragment of the lesson on the topic "Reading time", in which work was carried out on Aesop's work "The Bear and the two Travelers" ("The Bear and the Two Travelers"). The story was offered to students for work and discussion in order to educate them in such humane qualities as loyalty, kindness and responsiveness.

This short story is about two friends who go on a journey together, but on the way they suddenly meet a bear. One traveler very quickly climbed a tree and hid among the branches, not caring about his friend. The second traveler, realizing that he could soon be attacked by a bear, fell to the ground, held his breath and pretended to be dead, as he remembered that bears do not touch dead bodies. And so it happened: the bear came up, sniffed him and soon just left. The first traveler climbed down from the tree and jokingly asked his friend what the bear had whispered in his ear. And the second traveler jokingly replied that the bear had given him very good advice: "Never travel with a friend who leaves you in a moment of danger."

Offering this story to students, we were primarily guided by its educational potential and small volume. To work on the story, the following exercises were proposed:

Task 1. Think of two questions you would like to ask your friend. (Think of two questions you would like to ask your friend.)

Task 2. From the given adjectives, choose those that characterize both travelers. Give a verbal portrait of the characters, expressing a personal attitude towards them (From the given adjectives, select those that characterize both travelers. Give a verbal portrait of the characters, expressing a personal attitude towards them).

Below we will give a literal translation of the statements on this story.

“... The first traveler was very cowardly. He abandoned a friend in need. He didn't even think that the bear could harm him...”

“... I would never go camping with such a person. Especially with an overnight stay. He can't be trusted...”

“... The second traveler showed ingenuity not only towards the bear, but also towards his friend...”

“... The first friend is very dishonorable. He not only abandoned his friend, but also joked later about his difficult situation ...”

During the conversation, we tried to bring the students to the collective conclusion that this work shows an absolutely inhumane attitude of one person to another, and that this should be avoided in life.

Next, the students were asked to correlate this situation with personal experience and answer questions such as: “What would you do if you were the first traveler?”, “Did you get into difficult situations with your friends? How did you get out?”, “Do you have any friends you can completely rely on?”

The authors see the moral of this story in the English proverb “A friend in need is a friend indeed” (A friend is known in trouble). Students were also offered a number of proverbs, from which they were asked to choose the most suitable one to express the main idea of the story: “Action speak louder than words” (“Do not believe words, but believe deeds”); “All is well that ends well” (“All is well that ends well”); “A friend in need is a friend indeed” (“Friends are known in trouble”). Almost all students eventually came to the conclusion that the last proverb perfectly expresses the main moral of the story.

In our practice, we also very often use the unsurpassed educational potential of O. Wilde's fairy tales and stories. O. Wilde's fairy tale “The Birthday of the Infanta” caused great feelings among students. The purpose of working with this work of art was to educate students in such humane qualities as philanthropy, kindness, tolerance, compassion. The students were offered a shortened version by the authors. The fairy tale “The Birthday of the Infanta” tells us about one birthday of the twelve-year-old Spanish Infanta. The widowed king loved his daughter very much, and on her birthday he allowed her to invite all her friends. Also on this day, many different events were held,

such as bullfighting, theatrical and circus performances, magic tricks and much more. On this day, the young Infanta was very pleased with the performance of the little Dwarf. He and his friends laughed a lot and had fun during the performance. Karlik's performances were so pleased that he was asked to perform again especially for the Infanta. The dwarf was very happy. He ran into the garden to prepare for the next performance. But the Dwarf did not notice that all the flowers in the garden turned away from him, since he was terribly ugly. The dwarf was so happy that he decided to confess his love to Infanta, as he was sure that she also managed to fall in love with him. The dwarf began looking for her in the castle and wandered into a room with a large mirror. At first the Dwarf did not understand that it was a mirror. He just thought that some scary little monster was in the same room with him and was following him. When the Dwarf realized that this was his reflection in the mirror, that he was so ugly and that the Infanta did not love him, but simply laughed at him with friends, he was frightened and his heart broke from grief. When the court physician stated that the dwarf had died of a broken heart, the Infanta got angry and said that only those who had no heart at all would come to speak from now on.

It should be noted that many students called this work a little intimidating, but also very instructive. From the statements of the students, we can conclude that they were imbued with the very essence of history. Below is a translation of some of the student's statements.

“... This tale teaches to distinguish spiritual beauty from physical beauty. I feel sorry for Carl. If he had immediately known about how ugly he was, he would have learned to live with it ...”

“... The fairy tale “Infanta's Birthday” teaches us to be indifferent to other people, teaches us to have compassion...”

“... This tale vividly shows that one cannot ridicule the shortcomings of other people. We have students who are physically handicapped. I understand that this must be tolerated ...”

“...I think that the Infanta is very spoiled. After the death of her mother, her father allowed her everything, but did not teach her to appreciate important things...”

The purpose of the control-generalizing experiment was to test the effectiveness of the use of the author's educational material, which contributes to the education of humane qualities of a person in English lessons.

The author's educational material, as well as methodological recommendations for the development of humanity in English lessons was used in practice by English teachers. The results obtained as a result of the study prove the truth of the research hypothesis. The conclusions that were made by the authors in the theoretical and practical parts of the study are confirmed.

The theoretical and practical issues that were considered in this study make it possible to draw the following conclusions:

Educational material acts as a fundamental means of educating the humane qualities of a person in English lessons. English teachers should be very careful in the selection of educational material, taking into account the need to implement certain educational tasks. English teachers should also give priority to the educational goals and objectives of the lesson in order for the methods of humane pedagogy to work effectively. An analysis of the short-term planning of English language teachers showed that the educational tasks of the lesson sometimes are not implemented at the lesson at the proper level. An analysis of textbooks in English showed that the material of a humane and spiritual and moral nature is present in an extremely small volume.

The experience of working in a general education at university, as well as the results of an experimental study, gives reason to assert that an English lesson has great potential in the matter of educating the humane, spiritual and moral development of students. The use of local history, historical texts containing moral problems, English speech etiquette contribute to the development of humane qualities of the individual and the formation of the spiritual and moral worldview of students in the English lesson.

Approbation of the author's educational material in the course of experimental work made it possible to trace the dynamics of the level of upbringing and the formation of humane qualities of the personality of students, which made it possible to conclude that the hypothesis put forward by the authors, was true. The results of the experiment indicate the high effectiveness of the methodological recommendations of this dissertation research.

## **CONCLUSION**

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

The second half of the 20th century and the beginning of the 21st century was marked for the whole world by serious socio-economic challenges, world wars, international terrorism, conflicts on national and interfaith grounds. Similar problems are observed in the modern world.

Now integration processes are intensifying in the life of a multinational society, international contacts are expanding; active international exchanges are taking place.

Today, the success of uniting peoples to solve global universal problems, such as ensuring peace and stability, maintaining health, environmental security, economic stability and the development and

well-being of all the people of our planet, directly depends on the correct and timely solution of the problems of interethnic communication.

The changes taking place in the world place special demands on the field of education, actualizing its goals and objectives, revising its content and forms. Today, the education system plays the role of a stabilizing factor. This is the guarantor of the stability of each country individually and the world as a whole. Such changes in modern society have determined the need to prepare students for the life in a multinational democratic society.

Thus, today the need to improve the methods and forms of educational work on the formation of a culture of interethnic communication in the context of political and socio-economic changes in a multicultural world at the present stage of human development is of particular relevance.

Among the many subjects studied in general educational institutions, the discipline that is designed to prepare students for intercultural interaction, to form a culture of interethnic communication, is undoubtedly "Foreign Language".

At present, it is necessary to build a system of education and upbringing based on a humane-personal approach. It is today that we begin to grow a society that will be driven by intrinsic motivation. It is necessary to organize the educational processes in such a way that the students are loaded with interest. An analysis of scientific, psychological, pedagogical and philosophical literature showed that the issues of humane and spiritual and moral education have centuries-old traditions, as well as the fact that scientists do not have unity in differentiating the very concept of "humanity". Modern scientists are actively studying and contributing to the creation and development of scientific manuals and guidelines for the development of humane qualities of a student's personality, but today the potential of educational material for the development of humanity in English lessons remains unexplored.

The essence of educating the humane qualities of a person in English lessons lies in the student's conscious perception of moral and spiritual knowledge, as well as in their application in real life situations.

The experience of working as an English teacher gives us reason to assert that teaching English has all the prerequisites and opportunities for the formation of a humane worldview of students, which our study proves.

A prerequisite for the effective education of humanity, in our opinion, is the humanization of the entire educational process. The upbringing of humanity in teaching English to Kazakhstani students must be carried out based on the centuries-old traditions of our culture and history.

The study made it clear that modern students demonstrate a sufficiently high level of anxiety, which makes it necessary for an English teacher to create a favorable, friendly and safe environment at lessons.

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**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

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# PROFESSIONAL MOTIVATION DEVELOPMENT FEATURES OF SOCIAL PEDAGOGY STUDENTS

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## ABSTRACT

*This article provides an overview of the theoretical basis of the concept of professional motivation based on some motivation theories. These area complex processes that occurs both under the influence of his internal work and under the influence of external environmental factors. Therefore, in our work we also paid great attention to individual differences. We paid special attention to this issue, since the established motivational system of a person has a great influence not only on his behavioral characteristics, but also on the structure of a person's personality as a whole as a dynamic characteristic of a person. Determines the general orientation of the personality, the aspirations of a person, his life path and, of course, professional activity. The scope of knowledge on motivation is very wide. The result of the practical application of this knowledge is very great in various fields of professional activity. We believe that research in the field of motivation will be continued in the research of modern teachers and psychologists, since the relevance of this topic is obvious and relevant in practice. Professional motivation is the basis of professional training in pedagogical education. This article presents a theoretical analysis of the concepts of "motive", "motivation", "professional motivation"; the features of motivational priorities (dominants) in the choice of profession by students of social pedagogy of L. N. Gumilyov Eurasian National University are considered. Motives of incoming first-year students of social pedagogy in L. N. Gumilyov Eurasian National University is diverse: an altruistic approach, opportunities to work in healthcare and social protection organizations, interest in education and the prestige of the profession in modern conditions. However, second-year students have already begun to form fragmentary ideas about their future profession: the curricula for the specialty Social Pedagogy include the study of the disciplines studied. In addition, first-year students often have a very weak idea of the specifics of their future profession.*

**Keywords:** motivation, motivation, professional motivation, students, profession.

## INTRODUCTION

President of the Republic of Kazakhstan Kassym-Jomart Tokayev, speaking at the plenary session of the August conference "Education and Science" on October 16, 2019, noted that "the dynamic development of new technologies in the era of modern globalization has brought fundamental changes to our lives. The requirements for human capital and education are completely different. Quality education has become the main condition for dynamic development"<sup>1</sup> therefore, it is important to develop the driving forces that provide quality education. Preparation for the review of students' motivation begins with a deep dive into the concept of general motivation.

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<sup>1</sup> <https://www.akorda.kz>

People are not machines, computers, or robots created by coding. These are beings with vital needs, desires, passions and feelings. Ensuring that they act the way we want by organizing them around a goal has been a very important research topic from ancient times to the present day. Given the various studies and studies, the factors driving the activity, which is a complex mechanism, were important.

Effective functioning of people and high productivity in their work are closely related to their level of satisfaction with the work they do and the work environment in which they are located. Many studies conducted in the summer in the field focused on material factors, and it was noted that by correctly placing material factors, it is possible to send a person to work. However, in various studies conducted, it became clear that economic satisfaction alone is not enough, and it was recognized that people's expectations and affective characteristics are also important in their professional life. Therefore, it can be concluded that professional motivation is an urgent problem.

In addition to the opinion that employees are motivated by external factors (social and material factors), it is also normal to believe that they can be motivated to achieve their personal goals and can work better and more efficiently in accordance with their internal motivation (Leonard et al., 1999).

Classical theory, which ignores the human factor and pays more attention to external factors affecting a person, was eventually replaced by neoclassical theory. According to neoclassical theory, the most important element determining the effectiveness of an organizational structure is a person. This theory promoted and developed various concepts such as motivation, satisfaction and participation in management, as well as the concepts of rationality, efficiency, work and discipline. According to the neoclassical understanding, working life, organizations and enterprises are a social system, and the most important element of this system is the human factor (Şahin, 2004).

The concept of motivation was first discovered in the articles of researchers studying psychology in the USA and England in the 1880s. McDougall and Freud were a source of inspiration for psychologists. With the advent and development of the concept, middle managers began to understand the importance of the human factor and took several steps to increase employee satisfaction with work. Using some motivational tools, managers sought to manage employees, make them work better and mobilize the driving force for them.

The Kazakh equivalent of the word Motivation is motivation. It comes from the Latin word "movere", which means movement. Motivation; it can be defined as an internal force that controls a person under the influence of internal or external motivational factors that determine the direction, strength and priority of behavior. Pedagogy ranks first among the areas in which the word motivation is most intensively used. In pedagogy, to get out of an awkward situation, it is necessary to create a state of excitement felt by the teacher from the inside, and a driving force that activates it, and in this

direction the body strives for certain goals and shows purposeful behavior that expresses the concept of motivation and the process of motivation. The three main characteristics of motivation can be listed as follows (Din et al., 2012);

\* *Activates*

\* *Promotes the continuation of movement and*

\* *Contributes to the positive development of the movement*

According to Ormrod (2013), people have learned a lot over the years. But when we liked to do some activity, the reason we did some activity was to get access to human relationships or things that we liked-touring. We never do any work or learn to do it, because we think that it brings little benefit. In short, it's very important to learn something (Ormrod, 2013).

Despite the fact that we are talented, motivation determines how much and how much we can learn it. Motivation can be called an internal state that pushes us to action, pushes us to certain directions and allows us to continue certain actions (Ormrod, 2013).

From an educational point of view, motivation is one of the most important sources of strength that affect the orientation, determination, duration of students' activities in the educational process, as well as the speed of achieving goals defined in educational activities. The source of a significant proportion of educational difficulties and disciplinary incidents faced by the educational environment is the creation of an insufficient level of motivation for teaching (Akbaba, 2006).

Man is a social being that is born, grows, develops. The psychosocial aspect of a person is a characteristic that distinguishes him from other living beings. By nature, a person has psychosocial needs for the transport of stones. Some of these needs have been defined as physiological, and some as abstract, spiritual needs that are not directly measurable, but are very important for the maintenance of a person's life. The nature of the opportunities offered to meet a person's needs has a significant impact on their happy life and high productivity in the middle of work. That is, the level of motivation of those who work is closely related to the material and moral benefits that he receives from the business in which he works, and the correct satisfaction of his personal needs. As a result, those who work are satisfied and motivated by their work to the extent that their material and moral needs are met.

A person has a psychological and physiological nature. The characteristics of the person associated with this structure interact. A person's psychological and physiological structure is in a state of equilibrium. This balance is broken if the need arises. The restoration of balance is possible by satisfying the emerging need and satisfying a person. These are *three main stages* of the motivation process. These (Keskin, 2008):

\* *Human behavior begins naturally, a person naturally acquires several physical-logical or psychological goals,*

\* *A person acts according to his created goals and forms a certain behavior. The main goal here is to achieve the thoughts and goals that are formed in the mind of a person at a certain time,*

\* *A person satisfies his needs by achieving his goals.*



**Figure 1. Motivation process**

*Source: Keskin, 2008*

According to Eren, motivation also refers to the ability to motivate a person to act with a specific purpose. Motivation, call to Action, Movement retention, and positive orientation are forces that have three main qualities. He also claims that many negative events in organizations occur due to unmet desires and needs of people (Eren, 2014).

The most important factor that initiates the behavior of individuals about some subject is the motivation process, ensuring continuity for the positive end of the behavior that activates the process. Psychologists were looking for the answer to this question. What are the causes and components of personality? What factors influence people's motivation? Wynn and Ruth (Wynne & Ruth, 2003) tried to explain motivation with concepts related to perseverance and the desire to learn. These concepts include self-acceptance and respect, self-efficacy, self-regulation, control focus, and commitment. The relationship between motivation and decommunization between these concepts will be considered later in the dissertation.

In other words, motivation is the ability to do one's job or task voluntarily and at will. Canman (Canman,1995) defines motivation as "purposeful behavior", and the motivated person is "a person with clearly defined goals who performs the actions necessary to achieve them."

## **METHODOLOGY**

An experimental study of the motives of professional self-determination was conducted at the L.N. Gumilyov Eurasian National University, the sample was represented by 109 subjects: 40 subjects enrolled in the 2nd year at ENU (group 1), 69 subjects - 1 year students of ENU (group 2).



Based on the data obtained in Table 1, we can conclude that the realized dream of admission to the selected university is for 23% of 2nd-year students. These indicators speak about the skillful setting of goals, and perseverance in achieving them. 38% of students indicate their desire to become a student, no matter which university, which indicates the absence of any ideas about the future profession, or the desire to get a higher education, no matter what.

A little more than half of the students named the motive "A step towards an interesting profession, a dream job " as motivation for entering the university. This motive indicates a conscious choice of profession as a step towards future achievements.

18% of the surveyed students indicated that they made their choice without conscious motivation, or listening to the advice of parents or friends, which indicates a manifestation of conformity, the lack of ideas for the future scenario of their own lives.

5% of students adhere to the dynasty of teachers created in the family. The same percentage of students applied for the company of friends. 30% of students are attracted by the name of the university, faculty, and future specialty.

10% are well informed about the educational opportunities of the chosen institution, which indicates a formed position of independent decision-making, finding a way to achieve their goals.

23% want to improve their educational level, and 8% were afraid to enter a classical university. And the motive "the proximity of the university to home" is one of the least leading (8%).

Based on our research in Table 2, we can conclude that the predominant motive for the first-year students surveyed (78%) is the need for self-actualization in a profession that they are interested in.

Slightly more than half of the respondents (52%) named "dream realization" as motivation for university admission. This value orientation speaks of a person's desire to transform the environment to meet their own needs.

32% of first-year students make their choice based on information about the university obtained from various sources, for example, recommendations of school teachers.

30% of respondents indicated that they made their choice without conscious motivation, listening to the advice of parents or friends.

24% of first-year students do not have a specific orientation when entering a university, wanting to get the status of a student, while 26% are attracted by the name of the university, faculty, and future specialty.

The motive of 10% of respondents is due to an increase in the educational level, the desire to have a higher education, to engage in intellectual activity.

14% of first-year students have a dynasty of teachers in their family, whose authority influenced their choice of profession. 12% decided to study because their classmates or friends entered the appropriate university. And finally, only 4% justified their choice of university with the motive of "proximity to home".

### **Discussion and Conclusion**

Comparing the indicators of the two groups of subjects, we can conclude that for those entering a pedagogical university, the predominant motive is the realization of a dream, whereas for students, in comparison with applicants, this motive is underestimated. At the same time, students more adequately assess the educational opportunities provided at a pedagogical university and tend to adhere less to the advice of their environment when choosing a profession.

When it comes to the theoretical aspect of the research, now researchers no longer have to doubt that students' academic performance depends mainly on the development of educational motivation, and not only on natural abilities. There is a complex system of interrelations between these two factors. Under certain conditions (in particular, with a high interest of the individual in a particular activity), the so-called compensatory mechanism can be activated. At the same time, the lack of abilities is compensated by the development of the motivational sphere (interest in the subject, awareness of the choice of profession, etc.), and the student/student achieves great success.

However, it's not just that abilities and motivation are in dialectical unity, and each of them affects the level of academic performance in a certain way. Studies conducted at universities have shown that strong and weak students differ not at all in intellectual indicators, but in the degree to which they have developed professional motivation. Of course, it does not follow from this that abilities are not a significant factor in the educational activity. Such facts can be explained by the fact that the existing system of competitive selection to universities, one way or another, selects first-year students at the level of general intellectual abilities. Those who pass the selection and get into the number of first-year students, in general, have approximately the same abilities. In this case, the factor of professional motivation comes first; one of the leading roles in the formation of "excellent students" and "triples" begins to play a system of internal motivations of the individual to educational and cognitive activity at the university. In the sphere of professional motivation itself, a positive attitude to the profession plays an important role, since this motive is associated with the ultimate goals of training.

Regarding the educational activities of students in the system of higher education, professional motivation is understood as a set of factors and processes that, reflected in consciousness, encourage and direct a person to study future professional activity. Professional motivation acts as an internal

driving factor in the development of professionalism and personality since only based on its high level of formation, it is possible to effectively develop professional education and personal culture.

At the same time, the motives of professional activity are understood as an awareness of the subjects of the actual needs of the individual (obtaining higher education, self-development, self-knowledge, professional development, improving social status, etc.), satisfied by performing educational tasks and encouraging him to study future professional activity (Leonard et al., 1999).

If a student understands what kind of profession he has chosen and considers it worthy and significant for society, this certainly affects how his education develops. Studies conducted in the system of primary vocational education and higher education fully confirm this position.

As for the real educational process, in particular, the study of special disciplines, research shows that only a small number of first-year students (less than 30%) are guided by creative teaching methods. On the one hand, we have high satisfaction with the profession and the intention to engage in creative activity after graduation, on the other — the desire to acquire the basics of professional skills mainly in the process of reproductive educational activities. Psychologically, these positions are incompatible, since creative stimuli can only be formed in the appropriate creative environment, including educational ones. The formation of real ideas about the future profession and the ways of mastering it should be carried out starting from the 1st year. Comprehensive studies devoted to the problem of expulsion from higher professional schools have shown that three subjects give the greatest dropout in universities: mathematics, physics, and a foreign language. It also turned out that the reason is not only the objective difficulty of mastering these disciplines. It is also of great importance that a student often has a bad idea of the place of these disciplines in his future professional activity. It seems to him that academic performance in these subjects has nothing to do with his highly specialized qualifications. (Note that at present the attitude towards a foreign language has changed.) Therefore, a necessary component in the process of forming students' real image of future professional activity is a reasoned explanation of the meaning of certain general disciplines for the specific practical activities of graduates.

Thus, the formation of a positive attitude to the profession is an important factor in improving the academic performance of students. But a positive attitude in itself cannot be of significant importance if it is not supported by a competent understanding of the profession (including an understanding of the role of individual disciplines) and is poorly connected with the ways of mastering it. Several issues should be included in the range of problems related to the study of students' attitudes to their chosen profession. These are:

- 1) satisfaction with the profession;
- 2) the dynamics of satisfaction from course to course;

3) factors influencing the formation of satisfaction: socio-psychological, psychological-pedagogical, differential-psychological, including gender and age;

4) problems of professional motivation, or, in other words, the system and hierarchy of motives that determine a positive or negative attitude to the chosen profession.

These individual moments, as well as the attitude to the profession as a whole, affect the effectiveness of students' educational activities. They, in particular, affect the general level of professional training, and therefore this problem is among the issues of pedagogical and socio-pedagogical psychology. But there is also an inverse relationship: the attitude to the profession, of course, is influenced by various strategies, technologies, and teaching methods; social groups also influence it.

Another important factor is related to the motive of creativity in future professional activity, craving for creativity and the opportunities that work in the specialty presents for this. Studies have shown that this factor is more significant for the successful, and less significant for the underachieving students. The formation of a creative attitude to various types of professional activity, stimulating the need for creativity, and the development of abilities for professional creativity are necessary links in the system of vocational training and professional education of the individual. Even though satisfaction with the profession is due to many factors, its level lends itself to probabilistic forecasting. The effectiveness of such a forecast is determined by the set of techniques that will be used to diagnose the interests and inclinations of the student's personality, attitudes, as well as value orientations.

The correct identification of professional interests and inclinations is an important predictive factor of satisfaction with the profession in the future. The reason for an inadequate choice of profession can be both external (social) factors associated with the inability to make a professional choice based on interests and internal (psychological) factors associated with insufficient awareness of one's professional inclinations or with an inadequate idea of the content of the future professional activity.

The formation of a stable positive attitude to the profession is one of the topical issues of pedagogy and pedagogical psychology. There are still a lot of unsolved problems here. In modern conditions of dynamic development of professional knowledge, due to the requirements imposed on the individual for continuous professional education and improvement, further development of this problem is becoming increasingly important. Its concrete solution largely depends on the joint efforts of the teacher and the psychologist — both at the stage of career guidance work at school and in the process of vocational training. These efforts are mainly reduced to providing a person with competent psychological and pedagogical assistance in her search for a profession for herself and herself in the

profession. Of course, this task is not easy, but it is important and noble because its successful solution will help a person prevent the transformation of his future professional destiny into a path without goals and guidelines.

One of the current directions of modern psychological and pedagogical research is to increase the professional-pedagogical motivation of first-year students and the professional development of students – future teachers /psychologists.

If in the Large Psychological Dictionary "motive" is defined as a generalized image (vision) of material or ideal "objects" of value to a person, then motivation (Latin *movere*) is a psycho-physiological process that controls human behavior, focused on meeting certain needs of the subject (Zinchenko, 2004).

Exploring professional motivation as the basis of professional self-determination, we touch upon an important socio-psychological problem of modern youth.

The profession plays different roles in a person's life, emphasizing the facts of where and by whom we work; noting the employee's well-being in the workplace; showing other people's attitudes towards the employee. People of different ages choose modern professions individually: someone dreams about it from childhood; others infantile follow friends; others are attracted only by prestigious and highly paid professions; others consider their interests, hobbies, opportunities, and abilities.

For young people who are still in the formative stage, it is very difficult to choose one of the many new professions. Often in adolescence, ideas about the future profession are not clear, and uncertain, therefore, the choice made is distinguished by its socio-psychological unreasonableness.

In the methodological studies of researchers in this scientific field (theory of motives), the dominant motivational component in the choice of profession is noted, the formation of which is an indicator of the age maturity of the individual (Bakshaeva, 2000).

The motivation of professional self-determination consists of a complex of motivational factors that encourage professional choice and turn a person's professional activity into an integral system of self-realization and attitudes to the results of their work.

In modern research, the complex motives for choosing a profession are associated not only with internal and external criteria but also with the qualitative content of a person's relationship with the outside world and himself. It should be noted that it is in adolescence that the motives of professional self-determination are transformed.

In particular, with academic work in the process of training and passing pedagogical practice, in an unspectacular session, specific students can fall into despair, disappointment, lack of interest in the profession, lack of quality, emotional liability, hesitation, and pedagogical passivity. Motivation

is the process by which an organization and individuals influence and strive to create a business environment that meets their needs (Akgün, 1995). Motivation refers to how a person reacts in the desired way by changing their behavior before they have a certain influence on their behavior. Thus, having the desired behavior of a person shows us that people are motivated. By influencing the factors behind the case, the phenomenon of motivation makes it possible to mobilize people and concentrate their energy in a certain direction.

They are of great importance for the context in which they are located, the culture, the motivation of people in the environment in which they work, and the relationship of those motives with the person. The events and phenomena taking place in society, the climate, and the network of relationships are closely related to the motivation of employees. It is important that not only the economic expectations of employees are met, but also the social and psychological needs of a person for the organization. What is important in terms of motivation is a job that employees' value in the appropriate environment and that means something to them. The work will be more effective if managers and executives are mutually satisfied. This aspect of motivation theory requires a very good study to take into account healthily the elements that come to the fore in people's motivation at work.

With the rapid development of technology, business areas at enterprises have diversified and the need for specialization in various industries has increased. With these improvements, negative traits began to be seen in employees, such as reluctance, dissatisfaction, and the adoption of a low organizational commitment. Decommunization has attracted the attention of executives and researchers, and the relationship between the affective characteristics of employees and work efficiency has become the subject of scientific research. Scientists have tried to determine the behavior of those who work, their organizational relationships, positive and negative behavior, and the reasons. The research carried out has led to the emergence of various motivational theories. Many theories and models of motivation have been developed. These theories and models offered managers and researchers different approaches to issues such as the behavior of employees, identifying the factors that motivate them, and what approaches can be used to increase their motivational beliefs.

Coverage theories are more focused on internal factors in the motivation process. Process theories focused more on external factors when considering the needs of employees in the motivation process, their preferences, and choices in this regard, and whether that choice was ultimately successful. Some theories come to the fore in the field of coverage, such as Maslow's need theory, ERG theory, Douglas and McGregor's X and Y theory, Herzberg's motivation theory, McClelland's motivation theory, and Locke's theory. On the other hand, Vrum, E. Lawler and Porter's theories, Adams' equality theory, cranny and Smith's simplified process theory, and Skinner's operant conditioning theories are among the motivational theories based on processes.

The following describes in detail first the theories of motivation of the field of activity, and then the theories of the process.

## Conclusion

So, as a result of our theoretical and experimental studies, based on the analysis of various theories of motivation research, we can conclude that the motivational sphere of a person is quite complex and heterogeneous.

In modern psychology, there are currently many different theories, and approaches to the study of the problem of motivation that is so diverse that sometimes they can be called opposed. However, we did not set ourselves the task of qualitative analysis of individual theories, but only tried to consider the main directions in modern research. In our opinion, the complexity of this concept, the multilevel organization of the motivational sphere of a person, and the complexity of its structure and mechanisms open up wide opportunities for the application of all the theories we have mentioned. That is, the conclusions of individual theories can be directed to various elements of the motivational structure and it is in these areas that they will be most competent and valid. A holistic picture can develop only with an integrated approach to the study of the problem of motivation at the present stage of the development of psychological thought, taking into account the progressive ideas of various theories.

**Informed Consent Statement:** Informed consent was obtained from all the participants involved in the study.

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## CHAPTER II. MODERN TEACHING APPROACHES

### DEVELOPING STUDENTS' COMMUNICATIVE AND COGNITIVE COMPETENCIES BY MEANS OF MOOC

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*Develop a passion for learning.  
If you do, you will never cease to grow.  
Anthony J. D'Angelo*

#### ABSTRACT

*The Massive Open Online Course (MOOC) has become a widely adopted tool across different educational levels. The article describes the case study aimed at developing students' communicative and cognitive competencies by means of MOOC. The case study was targeted at assisting participants to adjust to the Coursera platform, assimilating participants into the learning environment, and raising their awareness of engaging, learning, and mastering new competencies in each group. The following courses from Coursera were completed by participants during the term 'Writing your World: Finding yourself in the academic space', 'Academic Listening and Note-taking', and "Creative problem solving". The case study is depicted a review of the courses.*

**Keywords:** MOOC, online learning, online teaching, communicative and cognitive competencies, Coursera, facilitator

#### INTRODUCTION

For the last two decades, rapid technological advances have been accompanied by changes in language teaching, as well as learning by bringing an innovative idea of blended learning. Blended learning is commonly known as an active process using multiple teaching and guiding methods in the classroom.

Laura Kassner (2013) defines blended learning as “a wide spectrum of delivery options, tools, and pedagogies, but conceptually refers to instruction which is a mix or blending of traditional and up-to-date components of teaching and learning process.” Blended learning accepts the advantages of both the traditional way of teaching in the classroom and ICT-integrated learning, both offline and online. It offers a range of opportunities for various types of learning: constructive, collaborative, and computer-assisted. Blended learning requires the right approach, a stable budget, and highly inspiring teachers and motivated students for its successful implementation. This atmosphere has been identified as the best solution that enables effective and efficient learning. To make students' knowledge catch up with the present technological advancement and globalization, to reduce educational errors, improve the productivity of education, and increase students' best use of the ICT

integrated teaching process is a good option. ICT-supported teaching provides new scope for both the teaching and learning process, introduces students to a wide range of knowledge, and creates endless opportunities to learn and evaluate themselves. This enables the teachers to make use of online activities where students can chat, share knowledge, ask questions, use learning resources, and complete work online without any hesitation from random internet users stumbling across the information (Kunanbayeva, 2016).

ICT creates modern measures of learning and language acquisition. Individual approach, interaction, and student motivation, all of which are often considered profound in modern educational theories, are necessary parts of the process in ICT.

MOOC is intended for those who wish to acquire additional academic or professional skills which are essential in their career or effective communication in university studies (Nashid, 2019)

### **Benefits of Blended Learning**

As Lalima & Kiran Lata Dangwal (2017) highlight, blended learning provides a wider dimension for traditional classroom teaching, so students can interact with their teachers. Face-to-face interaction is a highly pushing method for both the teachers and students and it helps to develop social and communicative skills. Traditional classroom teaching along with online courses provides students to interact with teachers and well-designed methods give students to experience discussions with their classmates on different aspects of the course and share ideas. This helps to develop self-esteem in students, remove their hesitation, develop the skill of communicating effectively, and develop good listening skills. Moreover, a virtual classroom is a part of ICT-supported teaching which provides students with an option to learn anywhere, anytime, and from anyone. Students can be a part of a virtual classroom meeting with their co-students and teachers in cyberspace. Students do not have to be physically present in the classroom. Learners 'raise hands' virtually by clicking a button. A list of other students in the class is visible, and they can hear the instructor's speech. Additionally, the instructor can pass a virtual microphone to a learner so that the whole group can do the same.

A huge amount of Information is presented and computer applications can be shared across the Internet (Woodwall, Heather, 2012). The webinar is such an essential feature of blended learning that students can participate in seminars on different topics relevant to them via internet connection. All the participants are connected through different software like Skype, Google talk, etc., present their papers, and take part in discussions through video conferencing. Online assessment is one of the advantages of blended learning as immediate feedback. Online assessment helps to make the evaluation system more formative, convenient, and faster. It is a more reliable and objective way.

Some students do not find classroom teaching beneficial, as they continuously require personal guidance and complete attention. Such students may choose the option of e-tuition, which is provided in ICT-supported teaching, getting personal guidance in cyberspace via video conferencing (Shadiev, Zhussupova, 2021).

Besides, educational blogs provide students with a platform to show their creativity. Moreover, educational blogs are a good platform to discuss paramount topics that are not part of syllabi like those related to social issues, political problems, and other issues relevant to youth like drug addiction, population education, etc.

According to the research of Blanka Frydrychova Klimova and Ilona Semradova “E-learning can give access to the target language culture through the use of video conferencing, YouTube videos, and meaningful topic-related videos or chat rooms”. These tools not only give EFL students greater access to native speakers but also enable learners to interact and collaborate with their foreign peers. Language is itself communication and through exploiting mentioned tools students gain more exposure to the target language than in traditional language classes.

In addition, if learners are properly motivated, they might become even more encouraged to practice the language frequently without formal instruction settings. Using websites can help students to improve their academic skills, such as reading and writing. They can also learn how to conduct basic research and cooperate with fellow students. The blended course gives students an opportunity to revisit lectures or seminars. The more frequent tutor feedback means that students manage to practice the language more often and are able to avoid repeating previous errors.

## **MOOC**

The first well-known top US University that started to digitize the lectures of leading professors and spread them into freely accessible platforms at the beginning of the 2000s was the Massachusetts Institute of Technology (Graham, 2005). Initially, its authors provided fragments of training courses, tests, and various simulators that were not enough due to the lack of users’ motivation while learning the subjects in such a way; therefore, a need to organize the process of online training gave impetus to the next stage – MOOC or Massive Open Online Courses (Mullammaa, 2012).

MOOCs’ success is obvious: for instance, 370,000 students enrolled in the nonprofit project of Harvard University and the Massachusetts Institute of Technology EDX (Kaur, 2012) as well as 155,000 remote students enrolled for only one course "Introduction to the Basics of Artificial Intelligence" provided by Udacity company. In 2012, Stanford’s professors founded the web-platform Coursera for massive open online courses, the number of which has grown significantly until today. Now, Coursera MOOCs ([www.coursera.org](http://www.coursera.org)) hosts free courses from thirty-three of the most famous

US universities. Each course provides information on a particular course within a training program of a university, which includes an instructor, a syllabus, and a certificate in case of successful study. The teaching approach meets the main principles of the cognition process which is based on material presentation with further consolidation and application. Participants are provided with regular guidance and comprehension check questions even at the presentation stage. The course materials are arranged on a weekly basis with new video lectures and corresponding quizzes to complete with the deadline set by a trainer in a quite democratic way considering the workload of participants from around the world. Participants have three trials to complete a test with the possibility to achieve the maximum score as the final. Random location of tasks with every new trial diminishes the possibility to guess or learn the correct. Additionally, peer-reviewed practical assignments or mini-projects designed by an instructor aim to check the knowledge gained, consolidate the material learned and apply it within a local context.

Peer-review assessment is one of the greatest features of all Coursera MOOCs because it ensures that learning is both valid and relevant by providing timely and useful feedback from people who are eager to teach (Elf, 2018). Such feedback involves localizing learned materials, identifying, and correcting mistakes, assisting in structuring material, and improving the flow of the presentation (Miri, 2015). MOOCs authors are free to add supplementary literature including visual and virtual instruments to facilitate the process of learning when each lesson turns into a discussion where the participants learn from peers.

Moreover, MOOC's surrounding permits students to revise the themes covered in practical lessons and encourages the study to occur more effectively. Another distinct characteristic of MOOCs is related to their openness to anyone and everyone with the will to learn. Aside from the specialized courses offered by universities, it also presents the opportunity to participate in courses free of charge. Prestigious educational institutions such as Stanford University, MIT, Pennsylvania University, Harvard University, and the University of Michigan highly utilize the MOOC platform. These universities employ several MOOC environments such as Coursera, Edx, Udacity, Code Academy, and Khan Academy. Even though taught in the English language, Khan Academy offers a unique advantage by having subtitles in approximately 20,000 other languages.

Currently, Coursera pursues a policy of financial aid for those who cannot afford to purchase the certificate. For this purpose, an applicant is free to apply by sending a motivation letter with no less than 150 words explaining the reasons for being funded. The points were only made possible from Coursera as a result of Coursera courses' support and recognition by the Ministry of Education and Science of the Republic of Kazakhstan which allowed Kazakhstan educational institutions and IT resources to make the initial steps in bringing higher education online in 2016.

In 2018, business structures noted the necessity of preparing for the transition from traditional distance learning to online training with the full teacher's support within the student-centered approach (Muminov, 2019). Then, lots of educational services and simulators appeared, but only such giants as Coursera and EdX could change the existing educational system significantly. For instance, in 2020, the government of Kazakhstan made it possible for unemployed citizens to gain a new profession with the help of Coursera. Another example that comes to mind is *The Coursera for Campus Project* which involved a number of Kazakhstani universities, where students got an opportunity to enrich their knowledge and experience from the best teachers in different fields from world-renowned institutions like Harvard, Stanford, Princeton, Michigan, Pennsylvania and Yale to Hebrew University in Jerusalem and receive appropriate certificates and diplomas for free.

However, the shortcomings of online education were evident as MOOCs revealed some obstacles for participants. Although the course participants indicated their satisfaction with the availability of resources in the 24/7 mode, the university teachers hardly welcomed such an innovation due to the time-consuming process of converting papers into electronic products. Furthermore, schoolteachers struggled with open-ended assignments since they got used multiple-choice tests in their own teaching and assessment. Finally, efficient online work made sense only with the timely and productive feedback that teachers should have provided 24/7, but the teachers were not ready or were not sufficiently motivated to prepare high-quality educational content.

Coursera is a massive online education project based on the computer science professions of Stanford University by Andrew Ng and Daphne Koller. Within its framework, a project for the publication of educational materials on the Internet in the form of a set of online courses.

Today, Coursera is a global online learning platform that offers anyone, anywhere, access to online courses and degrees from leading universities and companies. Coursera courses consist of pre-recorded video lectures that any learner can watch on a weekly schedule or when it's convenient for them. They also have student discussion forums, homework/assignments, and online quizzes or exams (Dzhussubalieva, 2019).

The project collaborates with universities that publish and conduct a system of courses in various fields of knowledge. Students take courses, communicate with fellow students, and give tests and exams directly on the Coursera website, and an official mobile application for iPhone and Android is also distributed. As of February 2017, Coursera has 62 million registered users and more than 4,300 courses and 430 specializations from 149 educational institutions.

The project includes courses in physics, engineering, humanities and arts, medicine, biology, mathematics, computer science, economics, and business. Courses are approximately six to ten weeks

in duration, with 1-2 hours of video lectures per week, and include assignments, weekly exercises, and sometimes a final project or exam (Chaklikova, 2019).

Unlike projects such as individual Academic Earth projects, the project does not include lectures, but full-fledged courses, including video lectures with subtitles, text notes, homework assignments, tests, and final exams. Access to courses is limited in time; each homework or test should only be completed within a specific period of time. At the end of the course, subject to the successful completion of the intermediate assignments and the final exam, the student is issued a certificate of completion.

## **RESEARCH DESIGN**

We decided to gain data from the 59 participants about the courses on MOOC Coursera as “Writing your World: Finding yourself in the academic space”, ‘Academic Listening and Note-taking’, and “Creative problem solving”.

All participants were first-year Master’s students.

### **Data collection**

The data collection started from February 2022 till June 2022 in the framework of the discipline “Innovative methods in EFLT”.

Firstly, participants explored the course site and reviewed the material they would cover each week, and previewed the assignments that needed to complete to pass the course. They started watching video lectures, materials for self-study, training exercises, and every week assessment tests.

All courses were four-week online courses with approximately four hours of study commitment every week. The course required registration to commence and certificates were issued on completion of the course. The main objective of the course was to help understand the conventions of academic writing in English and gained knowledge about its components and benefits.

For example, in the course “Academic Listening and Note-taking” the first week they began thinking about academic listening. Students learned what made it difficult and how they got better at listening and note-taking. They learned some tips to make it easier. The 1 week started with tips to improve Listening and Note Taking and The Cornell Note Taking Method included also videos, materials for self–study, exercises and tests.

Moreover, courses dealt directly with communicative, creative, and cognitive abilities focusing on divergent thinking, and the ability to develop multiple ideas and concepts to solve problems. Through a series of creativity-building exercises, short lectures, and readings, learners develop both an understanding of communicative-cognitive competence and increase their own ability.

The course consisted of four modules with exercises that involved interaction with other students taking the course. The topic for week one was “Introduction” consisting of six components. The first component includes a video on the introduction of academic writing and readings on course aims, expected workload and working methods used within this course, course structure, course material, and the teachers; and the meet and greet discussion prompts. Secondly, ‘What is Academic Writing?’ component was structured around reading on academic writing; a video about academic writing terms; what we mean when we talked about academic writing; readings on general and more discipline-specific aspects of the field of academic writing. It also had a reflective discussion prompt: wrote something about what and where the student studied, his/her previous experience of academic writing, and reasons for taking this MOOC. The other lessons – interpreting the tasks, the writing process, feedback, peer review, and resources for writers – were designed in the same structure including similar kinds of activities. In the resources for writers’ section, exercises used as online self-improvement exercises.

The second observation involved learning topics such as developing an argument, shifting identities, supporting the argument, situating identity within a culture with the corresponding video, materials for self-study, training exercise tests, writing an introduction and checking peers’ tasks.

They possessed the communicative strategies to make them a better listener. They learned about what things to pay the most attention to and what things might not be so important in a lecture.

The courses explained the role of creativity and innovation in EFL teaching. It challenged them to move outside of their existing comfort zone and to recognize the value of that exploration.

The third observation was devoted to writing the final draft. The principal learning activity in the course was a series of "differents" where participants were challenged to identify and changed their own cultural, habitual, and normal patterns of behavior. Beginning with a prompt, e.g. "eat something different", they began to recognize their own limits and overcome them. In addition, students were encouraged to understand that communicative and cognitive competencies were based on societal norms. In this course, the persistence of the cognitive and creative person was developed through communicative practice. At the same time, these exercises were constrained by concerns of safety, legality, and economics, which were addressed in their creative process.

Now that we have looked at the entire data meticulously, we stated MOOC Coursera was comfortable to participate as every person participated anywhere and anytime. If the student did not have time to complete the tasks, he reset the deadlines. The student chose any course. Another student took the course for a fee, as well as free if he did not have the opportunity to pay for the course. To complete the course for free, participants need to write a letter of financial aid. During the week, they got the answer letter in a positive manner. At the end of the course, a certificate was issued.

Personally, we believed that MOOC Coursera was effective, and it gave a great chance for everyone to upskill and reskill.

## **RESULTS**

The communicative and cognitive competencies were formed during the preparatory stage of the experimental work. Master students of the philological faculty were divided into two groups. The experimental group (EG) had 31 students, and the control group (CG) had 28 students.

The experiment was aimed at solving the following tasks:

1. assessment of the academic performance level of the Master's students in order to identify the initial level of training on the formation of communicative and cognitive competencies of the students;
2. preparation of the experimental educational material from MOOC Coursera and bringing it into line with the curriculum for the discipline for Master students;
3. determination of variable and non-variable conditions of the experimental teaching;
4. conduct diagnostics of the degree of familiarity of students of the control and experimental groups with communicative and cognitive competencies and their motivational and personal attitudes to develop these competencies.

First of all, before conducting a general analysis of the results obtained during the experimental work, the following questions were raised:

1. has there really been an increase in results according to the established criteria and level of students' competence formation in the experimental groups at the end of our experiment;
2. whether the increase in results that exists in the experimental groups exceeds the same indicator in the control groups;
3. whether the differences between the values-growth indicators in the groups are statistically significant or due to spontaneous factors.

Thus, the data collected was the following:

Before the students began the experimental teaching, they were tested on their level of formation of communicative and cognitive competences using the pre-test. After the study, when the term was finished, the students were post-tested using the same test. Comparing the results of the pre- and post-tests helped us determine the effects of MOOC Coursera.

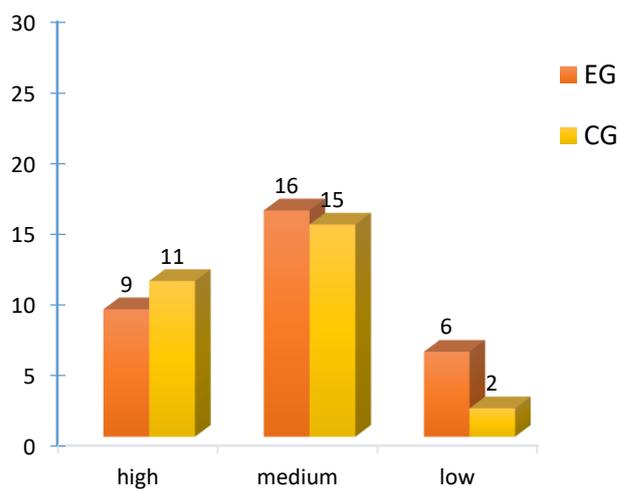
The test had 2 forms: for checking communicative competence they had a speaking test from everyday situations for 15 minutes. For checking their cognitive competencies, they did the Use of English test. The students had 50 minutes to complete the test. In the test, they completed several

different exercises such as small talks, discussion flowcharts, mini-presentations, and writing an effective email.

According to Tables 1 and 2, and Figures 1 and 2 we saw the illustration of the results of the pre-test on the level of formation of communicative and cognitive competencies.

**Table 1.** Results of pre-experimental test on the level of communicative competence formation

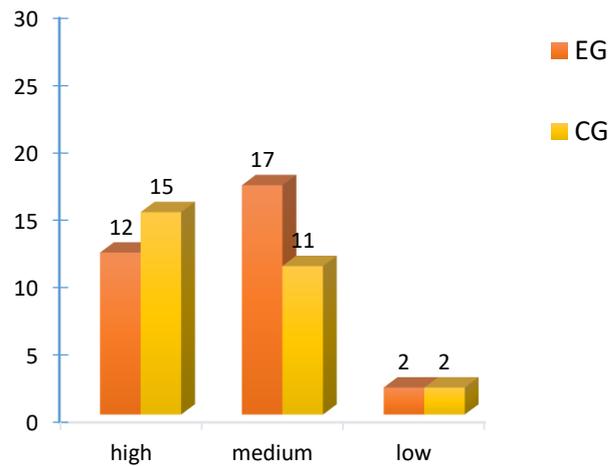
Level	Score	Experimental groups (EG)		Control groups (CG)	
		Number of students	%	Number of students	%
High	90-100	9	29	11	39,3
Medium	70-89	16	51,6	15	53,6
Low	50-69	6	19,4	2	7,1
Total:		31	100	28	100



**Figure 1.** Results of pre-experimental test of communicative competence formation

**Table 2.** Results of pre-experimental test on the level of cognitive competence formation

Level	Score	EG		CG	
		Number of students	%	Number of students	%
High	90-100	12	38,7	15	53,6
Medium	70-89	17	54,8	11	39,3
Low	50-69	2	6,5	2	7,1
Total:		31	100	28	100

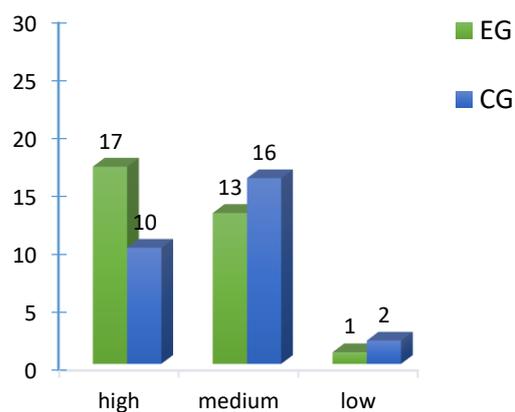


**Figure 2.** Results of pre-experimental test of cognitive competence formation

According to Tables 3 and 4 and Figures 3 and 4 below, there were the illustrated results of the post-test on the level of formation of the competences.

**Table 3.** Results of post-experimental test on the level of communicative competence formation

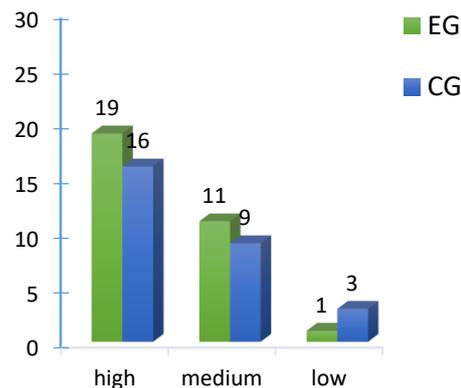
Level	Score	EG		CG	
		Number of students	%	Number of students	%
High	90-100	17	54,8	10	35,7
Medium	70-89	13	42	16	57,2
Low	50-69	1	3,2	2	7,1
Total:		31	100	28	100



**Figure 3.** Results of post-experimental test of communicative competence formation

**Table 4.** Results of post-experimental test on the level of cognitive competence formation

Level	Score	EG		CG	
		Number of students	%	Number of students	%
High	90-100	19	61,3	16	57,1
Medium	70-89	11	35,5	9	32,2
Low	50-69	1	3,2	3	10,7
Total:		31	100	28	100

**Figure 4.** Results of post-experimental test of cognitive competence formation

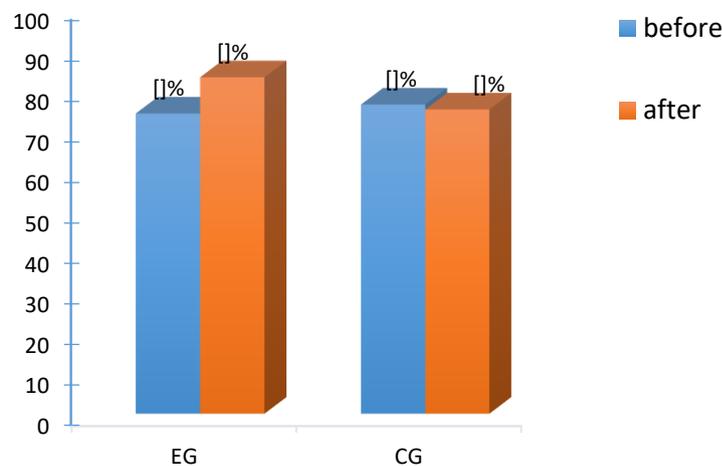
According to the Tables and Figures below, the pre-test results showed us that 29% of the students of the experimental groups and 39,3% of the students of the control groups had a high level of formation of communicative competence. 51,6% of the students of the experimental groups and 53,6% of the students of the control groups had a medium level of the formation of this competence. And only 19,4% of students in the experimental groups and 7,1% of the students in the control groups had a low level of formation of communicative competence. And after the post-test, the findings showed that the high level of the communicative competence formation increased from 29% to 54,8% in the experimental groups, and decreased from 39,3% to 35,7% in the control groups. The medium level of the communicative competence formation decreased from 51,6% to 42% in the experimental groups and increased from 53,6% to 57,2% in the control groups. The low level of the communicative competence formation decreased from 19,4% to 3,2% in the experimental groups. Still, the low level of the communicative competence formation remained the same at 7,1% after the post-test in the control groups.

Thus, most of the students of both groups achieved more than half of the maximum score and the mean percent was relatively medium. The majority of the students in the control groups experienced no improvements in their communicative competence. The average score of those groups reduced from 76,1% to 74,9%. But in stark contrast to the control groups, the students of the experimental groups' score of communicative competence formation increased in their post-test

scores, causing them to have the highest level in the classes. The analysis shows that the mean percent of the 31 students for the communicative competence increased from 73,9% to 82,8% after the post-test.

**Table 5.** The level of communicative competence before and after the experiment

Level	EG				CG				Average score			
	before		after		before		after		EG		CG	
	No.	%	No.	%	No.	%	No.	%	before	after	before	after
High	9	29	17	54,8	11	39,3	10	35,7	73,9	82,8	76,1	74,9
Medium	16	51,6	13	42	15	53,6	16	57,2				
Low	6	19,4	1	3,2	2	7,1	2	7,1				
Total:	31	100	31	100	28	100	28	100				

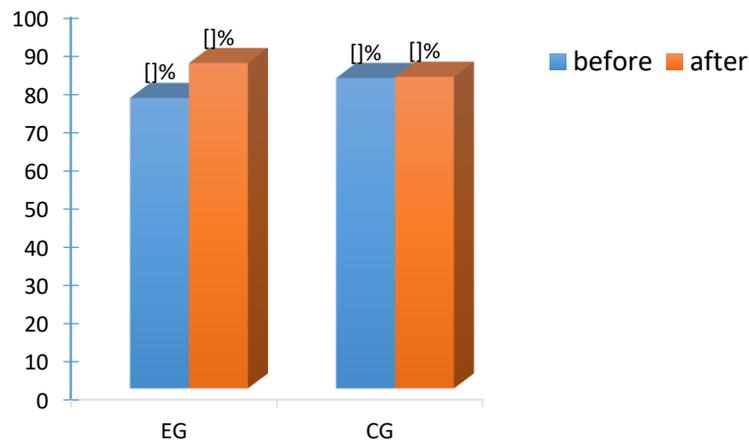


**Figure 5.** The level of communicative competence before and after the experiment

According to table 6 and figure 6 below, the pre-test results showed that 38,7% of the students in the experimental groups had a high level of cognitive competence formation while 54,8% of the students had a medium level and 6,5% had a low level. In the control groups, 53,6% of the students had a high level of cognitive competence formation, 39,3% had a medium level, and 7,1% had a low level. But after the post-test the results were the following: in the experimental groups, the percentage of the students with a high level of cognitive competence formation increased from 38,7% to 61,3%, the medium level decreased from 54,8% to 35,5%, and the low level also decreased from 6,5% to 3,2%. After conducting the post-test in the control groups, the high level of cognitive competence increased from 53,5% to 57,1%, the medium level decreased from 39,3% to 32,2%, and the low level increased from 7,1% to 10,7%.

**Table 6.** The level of cognitive competence before and after the experiment

Level	EG				CG				Average score			
	before		after		before		after		EG		CG	
	No.	%	No.	%	No.	%	No.	%	before	after	before	after
High	12	38,7	19	61,3	15	53,6	16	57,1	76,1	85,2	81,3	81,6
Medium	17	54,8	11	35,5	11	39,3	9	32,2				
Low	2	6,5	1	3,2	2	7,1	3	10,7				
Total:	31	100	31	100	28	100	28	100				

**Figure 6.** The level of cognitive competence before and after the experiment

Thus, the majority of the 28 students in the control groups experienced little improvement in their cognitive competence scores. The average score of those groups increased only by 0,3%, from 81,3% to 81,6%. The findings of the experimental groups show that the percentage of the average score slightly increased by 9,1%, from 76,1% to 85,2%. The pre-test result of the experimental groups showed that it was the lowest percentage of cognitive competence formation. However, the highest percentage after the post-test was in the experimental groups, which can be found in the table below.

## CONCLUSION

To sum up, 59 Master students took pre and post-experimental tests focused on the formation of communicative and cognitive competencies. These tests were administered at the beginning and the end of the experimental teaching implementation of MOOC courses. The results of the experimental work showed the highest and the lowest percentage of the formation of these competencies in the experimental and control groups. But the relatively low percentages suggest that students had some difficulties with acquiring the competencies.

Analyzing the data received from the pre-and post-tests of the Master students we found that of the two groups, the experimental one had the highest increase in their communicative and cognitive competencies. The control groups did not show significant improvement in the formation of these

two competencies. It illustrates to us that the level of that competence of the control groups remained almost at the same level, even decreasing in both competencies.

Thus, analyzing the percentage of the formation of communicative and cognitive competencies in the experimental and control groups, we can see that, if the control groups are dominated by medium or even low levels, then in the experimental groups there was a shift from medium to a high level.

The results of the study allow us to draw the following conclusions:

1. It is established that the problem of forming students' competencies based on MOOC is not significantly studied in the context of the disciplines. And, the results of the ascertaining experiment revealed the following problems in its organization: insufficient formation of a set of competencies, low motivation to study the discipline, lack of ideas about their capabilities.

2. It is revealed that teaching using MOOC courses as supplementary resources is effective if the following pedagogical conditions are met: pedagogical diagnostics; development of intrinsic motivation of students to study English; differentiated training; control and self-control; inter-subject relations; authentic materials, video recorded by a native lecturer from highly ranked Universities.

3. It is proven that MOOC courses in teaching English to improve the effectiveness of the work. The model includes an aim, operational conditions, interrelated and interdependent components, stages, and criteria.

4. A set of exercises was developed and implemented in classes based on the Coursera MOOC. It increases the level of formation of both competencies and develops the independent and creative activity of students.

5. The criteria for preparing students of the higher education institution to use additional knowledge according to the subject and develop communicative and cognitive competencies are defined: the development of intrinsic motivation to study English, the formation of all types of speech activities; and the formation and development of both competences.

Thus, as a result of the conducted pedagogical experiment, it was found that in the experimental groups, the indicators of the selected competencies are significantly higher than in the control groups. The obtained results of the research on implementing MOOC courses in teaching English in higher educational institutions allow us to consider that the main goal of the experiment was achieved. It was confirmed that the effectiveness of the developed competence model for the formation of communicative and cognitive competencies. This work does not claim to be a complete solution to the problem raised, since there are other aspects of its further study, and we represented one of the aspects of its possible solution.

**Informed Consent Statement:** Informed consent was obtained from all the participants involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

**Conflict of interests:** The authors declare no conflict of interest.

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## DEVELOPMENT OF CRITICAL THINKING OF SCHOOLCHILDREN IN THE ENGLISH LESSONS

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### ABSTRACT

*The issues of studying and substantiating the theoretical foundations for the development of critical thinking in elementary school students in English lessons in the conditions of updated education are very relevant. The relevance of the undertaken research is determined by the social order of society for the creative personality of a student, an elementary school graduate with critical thinking, able to study, master, transform and create new ways of organizing their educational activities and generate new ideas. In addition, the relevance of the work is dictated by the interest of teachers in improving the methods of teaching English in primary grades, which should be based on games that use critical thinking, activity, visual methods and be understandable to students. Critical thinking allows people to draw conclusions with more logic, process complex information, and consider different sides of an issue so they can draw firmer conclusions. Critical thinking is a type of thinking that requires people to reflect and focus on making decisions that shape their beliefs and actions. You can develop critical thinking in English lessons thanks to special techniques. The process of forming the skills to think critically is of a technological nature, and, therefore, requires a sequence of systematic application, and is implemented by building a special lesson model using appropriate methods at each of its stages. The problem is the lack of a systematic approach in the use of methodological techniques and didactic games for the development of critical thinking of elementary school students in English lessons. The aim of the study is to develop a methodological approach to the development of critical thinking in elementary school students in English classes in the context of the updated content of education. The solution of the set goal required the use of a set of techniques and research methods, including: theoretical study, generalization, analysis of advanced pedagogical experience in critical thinking; empirical observation through conversation and questioning, testing of schoolchildren, and self-observation. The developed approach describes the sequence of steps for the development of critical thinking, starting with determining the topic of the lesson and ending with the assessment of communication skills, reading and writing skills in English classes. The described approach sets a certain logic for building a lesson, as well as a sequence or combination of specific techniques. This approach allows to strengthen the cognitive activity of schoolchildren.*

**Keywords:** critical thinking, challenge, comprehension, reflection, motivation, skill

### INTRODUCTION

At present, the main priority for the development of education is becoming its an education about the personally-oriented. Many teachers are interested in using developing technologies in their work, one of which is the technology of developing critical thinking. Here the teacher needs to constantly think about how to build the learning process so that students show vividness of imagination, fantasy, can compare and associate, rely on intuition and subconsciousness. In other words, it is necessary to develop creative thinking in students. Critical thinking can be integrated as one of the skills along with learning a foreign language, in this case English. This means that students should be taught critical thinking in the process of acquiring English language skills, specifically listening, speaking, reading and writing, although this is not easy. The problems of critical thinking were studied by such Kazakh scientists as Kabysheva M., Niyazbekova A., Kadyrov S., Adilbayeva K., Sultan Zh.,

Yankova T., Batyrkhanova G.B., Almagambetova L., Russian scientists Gorlenko O., Kireeva N. V., Laskozhevskaya E. V., Fedorova T. D., Makarova L. N.

Critical thinking goes beyond memorization, encouraging students to connect the dots between concepts, solve problems, think creatively and apply knowledge in new ways. Without a comprehensive practice of critical thinking, students may miss the chance to become more independent and very self-confident people who are actively involved in global work and the international community. Teachers only need to choose the appropriate approaches, methods or teaching techniques. English is one of the compulsory subjects studied in elementary school. This is a very important stage in teaching children, because. in the primary grades, basic knowledge of the language, the skills of its application and the desire for its further study are laid. The school's practice of teaching English in primary grades should be based on games that use critical thinking, activity, visual methods and be understandable to students. Therefore, the issues of studying and substantiating the theoretical foundations for the development of critical thinking of primary school students in English lessons in the conditions of updated education are relevant.

## **METHODOLOGY**

Critical thinking is the analysis of facts to form a judgment (Albert H., 2003). Another definition of this concept is the ability to look at things from a unique point of view, notice non-obvious patterns, approach problem solving in an unconventional way, and use imagination to complete tasks. The subjects are complex and there are several different definitions that usually include rational, skeptical, unbiased analysis or assessment of evidence. Critical thinking is self-directed, self-disciplined, self-controlled and self-correcting thinking (Chatfield T., 2019).

Critical thinking has seven critical traits: being inquisitive, being open to different aspects, being able to think systematically, being analytical, being firm in truth, being confident in critical thinking itself, and finally being mature.

For the development of critical thinking, it is necessary to use didactic games, which can be divided into three groups (Gerasimenko A.A., Shablya I.N. 2014):

1) Games that develop students' life skills. At the same time, the interests and enthusiasm of children are taken into account, not only the achievement of certain results is encouraged, but also creative activity, a tendency to improvise;

2) Games during which the emotional sphere of schoolchildren is enriched, showing a sense of competition, creativity;

3) Games that provide the gradual development of logical thinking by applying rules that are directly or indirectly related to the content.

The use of special techniques and didactic games creates the conditions for a stable and stable situation in the team, specifically:

- 1) The process of play has a positive effect on the development of students, helping to manage dominant activities;
- 2) In the game, new social relations are formed, which are the prototype of future production relations.

When developing an approach to the development of critical thinking in English lessons for younger students, the study, generalization and analysis of advanced pedagogical experience in critical thinking were used.

## RESULTS

The development of critical thinking occurs through a set of methods, techniques, technologies and methods designed for the development of critical thinking (Laskozhevskaya E.V., 2007). As a rule, this is a clear algorithm of actions that allows students to learn to think critically.

In the process of teaching and educational activities, the use of methods for the development of critical thinking (MDCT), first of all, is carried out in English lessons when developing skills, reading and writing (Bolgova A.V., 2019). Due to the mastery of MDCT, the process of understanding the text occurs at the stages before reading, while reading and post reading. The same applies to writing.

The stages of development of critical thinking are clearly defined, given by the following sequence of steps (Gorlenko O. A., 2017):

Challenge → Comprehension → Reflection.

Activities at these three stages should be clearly planned by the teacher, which involves the preparation of a set of questions for students, preparation of handouts and development of didactic material, including games.

At the Challenge stage, the teacher should formulate a series of questions, which would allow students to think critically in the context of the specified topic and rely on previous knowledge, going to new knowledge (Leonova N. N., 2016). These questions may be those listed in Table 1.

**Table 1.** Questions for the development of critical thinking in English lessons at the "Challenge" stage

### Questions

- Formulate / rephrase the title of the topic
- What do you already know about this subject?
- What do you want to know about him?
- What do you need to know about these things?
- What do you think you can find?
- What happens if you don't know everything?

Do you think there are ways we can avoid these things?

The stage of the “Comprehension” stage is the maximum sequence, in which specific methods are proposed in the activity in practical classes / working groups (Ponomarenko T. M., 2014). Each student tries to solve distributed actions (for example, “Define new words in the text below”), search for information to meet their knowledge needs, their goals set at the previous stage (Chatfield T., 2019).

At this stage, the student, for himself or with the help of the teacher, must answer the following, which are presented in table 2.

**Table 2.** Questions for the development of critical thinking in English lessons at the "Comprehension" stage

#### Questions

Is my cognitive request satisfied?  
Was I able to answer the question posed?  
What is my attitude towards the subject / topic?  
Have I received new information?  
Can I match new information with existing information?  
Am I missing anything?  
I have a question according to a subject / topic?

Such questions help both the student and the teacher to create a stable motive for obtaining new information, contribute to the systematization of the information received, helps to maintain the student's activity and interest in the questions posed at the challenge stage.

At the stage of “Reflection” students should be asked questions that would allow to determine the degree of understanding of the topic or subject under discussion (Fedorova T.D., 2016). Questions at the "Reflection" stage are in Table 3.

**Table 3.** Questions for the development of critical thinking in English lessons at the stage of "Reflection"

#### Questions

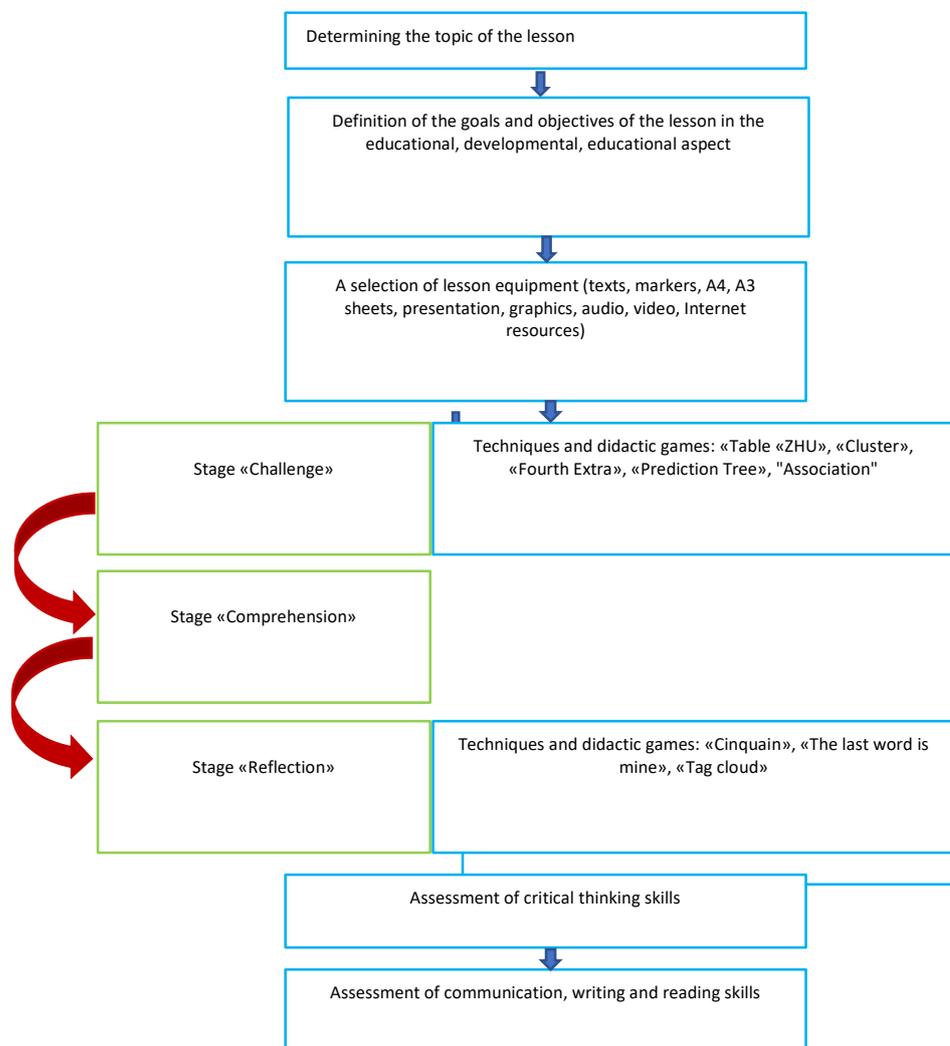
Why do you think so ...?  
What do you have?  
What proof do you have?  
What did we want to find out in the lesson?  
Did we answer the question posed?  
What was the most important thing today?  
What was difficult today?  
Have you had any joyful moments today?  
What was the most understandable?  
What new thoughts and feelings do you have?  
What else needs to be done?  
Where can new knowledge be applied?

What was the most important thing in the lesson?

How did you benefit from the text you studied?

Ask questions to highlight other important information that you found that was not mentioned in the first stage "Challenge"

The stage "Reflection" allows the student to develop their own opinion on the studied subject/topic, find answers to the questions posed, identify difficulties and contradictions, and establish patterns (Kazantseva D.B., 2013). For the teacher at this stage, good opportunities open up in matters of establishing feedback with the student, setting new goals for the next lesson, choosing tools to improve future lessons.



**Figure 1.** An approach to the development of critical thinking in English lessons for younger students

At the "Challenge" stage, the teacher needs to develop students' ability to create a complete picture of the subject without finalizing the subject, given the importance of synthesis activities at the age of 7 to 10 years.

At the second stage, "Comprehension", the ability of younger students to substantiate the classification, compare objects, analyze criteria, and identify the basics of generalization develops. Students should be aware of thought-provoking activities such as comparing to the end.

At the third stage "Reflection", the student carries out abstraction, classification, analysis and synthesis.

Cognitive activity and curiosity of the child are constantly aimed at understanding the world around and building their own picture of this world (Makarova L. N., 2017). Thinking is inextricably linked with speech. The more active the child, the more questions he asks and the more varied these questions are.

Therefore, taking into account the cognitive activity of schoolchildren, it is necessary to develop methodology for the development of critical thinking in English lessons (Shevchenko Ye.I., 2013).

An approach to the development of critical thinking of younger students using techniques and didactic games in English lessons, developed as an algorithm as part of research is shown in Figure 1.

According to the updated program, the definition of the topic of the lesson, as well as the goals and objectives of the lesson in the educational, developmental, educational aspect, are established in the guidelines and recommendations for the development and conduct of English classes for each elementary grade and the corresponding term.

Also, the purpose of the lesson can be determined with the students.

Implementation of four types of speech activity (listening, speaking, reading, writing) in a foreign language lesson, it primarily involves working with information of various types: textual, graphic, audio, video, media, creates a fertile ground for improving critical thinking, the action of which is always aimed at operating information (Shikhaleyeva E. Ye., 2013). At the same time, the use of high-level mental operations (analysis, synthesis, evaluation), which are part of critical thinking, as well as the ability to control the course of one's own considerations (reflection) while reading, listening, speaking or writing, can improve the quality of students' learning activity products, enriching them with logical conclusions, proven hypotheses, reasonable conclusions, and the like. In this regard, the stage "Selection of lesson equipment" must be carefully implemented.

Approach to the development of critical thinking in teaching a foreign language has its own characteristics, due to the specifics of the subject itself, which should be taken into account, both when planning lessons, and directly during a particular lesson. In particular, the teacher should pay

attention to the objectives of the lesson, the age of the students, the level of their communicative competence, which determine not only the selection of the content of the educational material, but also the methods for developing critical thinking.

The above approach sets a certain logic building a lesson, as well as a sequence or combination of specific techniques.

Techniques and didactic games at the stages of "Challenge, Comprehension" and "Reflection" can be chosen by the teacher independently, considering the skills that need to be developed:

1) at the "Challenge" stage:

- ability to work with concepts;
- interest in working with new information;
- the ability to formulate questions to which one would like to receive an answer;
- creatively process new information;
- the ability to read and absorb information thoughtfully.

1) at the "Comprehension" stage:

- ability to analyze and synthesize;
- the ability to compare and contrast;
- the ability to assess the situation and make a decision;

1) the "Reflection" stage:

- communication skills;
- goal setting for further study;
- assessment of the boundaries and the value of the knowledge gained.

It is worth noting that reflection should also be present at other stages of the lesson on: it is necessary to teach students to evaluate and control the course of their own reasoning during the lesson. This can be done with the help of questions that the teacher poses to the students, and then the students themselves ask each other. Such questions should be aimed at students' awareness of their own thought processes (for example, how did you come to this conclusion? / How did you come to this conclusion? What did you think (a) when you wrote this sentence? / What did you think about while writing this sentence? etc.).

In order to evaluate the effectiveness of techniques and didactic games, critical thinking and traditional knowledge assessment should be assessed. This can be done either daily or weekly during the formative assessment, or by milestones when the summative assessment for the section and summative assessment for a term are scheduled.

In general, the application of the methodology for the development of critical thinking in the process of teaching a foreign language has some features. On the one hand, the specificity of the

English language opens up wide opportunities for the implementation of this methodology. In particular, the communicative nature of teaching a foreign language requires the formation of polylogical communication skills under different circumstances and situations, which can act as tools for the development of critical thinking that is social in nature.

At the same time, the skills of critical thinking included in the communicative act improve its effectiveness through the logical and reasoned presentation of their thoughts by communicators, analysis and evaluation of each other's ideas.

Involving critical thinking in the process of mastering a foreign language expands the boundaries of the communicative approach to teaching a foreign language common today, shifting the focus from talking for the sake of talking to communicating with the aim of exploring ideas, solving problems, etc.

The process of forming the skills to think critically is of a technological nature, and, therefore, requires a sequence of systematic application, and is implemented by building a special lesson model using appropriate methods at each of its stages.

In general, the methods of developing critical thinking make it possible to update the communicative approach to teaching a foreign language that is dominant today, adapting it in accordance with the modern social need of a person capable of intercultural dialogue based on critical thinking.

On the other hand, the process of developing critical thinking in a foreign language lesson has certain limitations, primarily related to the level of students' proficiency in communication skills. Expressing one's own point of view, formulating arguments in defense, analyzing and evaluating educational information, writing a "telegram" require a significant amount of vocabulary, the formation of many grammatical skills that students do not have at all stages of learning a foreign language (Ivanova Ye.A., 2020). The lack of confidence of students in their own speech competence gives rise to a fear of speaking, fears of not choosing the right words and constructions, making a mistake.

However, these limitations are not a problem if the teacher organizes the training correctly. These difficulties can be solved with:

- preparation of text templates that will help to form stable speaking or writing skills with multiple repetition;
- selection of educational material and methods for the development of critical thinking in accordance with the age and level of formation of students' speech skills;
- motivating students to speak and learn to use synonyms, paraphrasing;
- using a dictionary and reference books in case of difficulties;

- organizing the interaction of students in pairs and groups;
- creating a favorable atmosphere of openness, trust and tolerance for mistakes.

All this helps to avoid difficulties in applying the methodology for developing critical thinking in the process of teaching a foreign language.

## DISCUSSION

To develop writing and reading skills in English classes for elementary school students, techniques and didactic games for critical thinking are often used.

The essence of these techniques is presented in Table 4.

**Table 4.** Techniques and didactic games for the development of critical thinking

<b>Type of the exercise</b>	<b>essence of these techniques</b>
Table «KWC»	"I know. I want to know. I can." In three columns, according to the indicated verbs, students, with the help of a teacher, need to determine what they already know about this topic, what they want to know and what they can do.
Cluster	The selection of semantic units of the text and their graphic design in a certain order (in the form of a bunch, a bundle, a constellation).
Prediction Tree	A tree trunk is a chosen topic, a key issue of a topic, a simulated or real situation that involves multiple solutions. Tree branches - variants of assumptions that begin with the words: "Maybe", "Probably". The leaves of the tree are arguments that prove the correctness of the stated assumption.
Syncwine	After reading the text, make a structure: 1 - noun (the theme of syncwine); 2 - two adjectives on the topic of syncwine; 3 - three verbs describing the theme of syncwine; 4 - a whole phrase / sentence, with the help of which the student expresses his attitude to the topic.
Association method	Selection of associations for a specific word
«Mathing»	Search for matches in paired selection of definitions and grammatical rules
Restoring deformed text	Words arranged in a line should be connected in such a way that a semantic sentence is obtained.
«Thefourthextra»	Determine which word of the four words is extra according to a certain criterion. Explain why is it extra and highlight three more words for superfluous to get a semantic group
Venn diagram	The graph is divided into three areas. 1 area is the difference between the first object, 2 area is the difference between the second object, 3 area is the total between the first and second object.

«Smart watch»	1) It is necessary to write words on a specific topic or a specific grammatical topic; 2) Students must compose a short story using words on a specific lexical or grammatical topic so that it is logical; 3) To complicate the task, the words must be arranged clockwise or counterclockwise.
«Word Search»	Find words among the scrambled letters
«I have the final say»	It is necessary to read the text, select the most important passage (sentence) according to the students, write it out in a notebook, and on the opposite side of the sheet give a comment: what thoughts did this passage evoke, why is it important, what was doubtful.
Tag cloud	Short answers at the end of the session: What was important? What did you like? What remains unclear? etc.

Table "KWKL" - "I know. I want to know. I can." In three columns, according to the specified verbs, students with the help of a teacher need to determine what they already know about this topic, what they want to know and what they can do. Table "KWKL" is shown in Figure 2.

Know	Want to know	Learnt

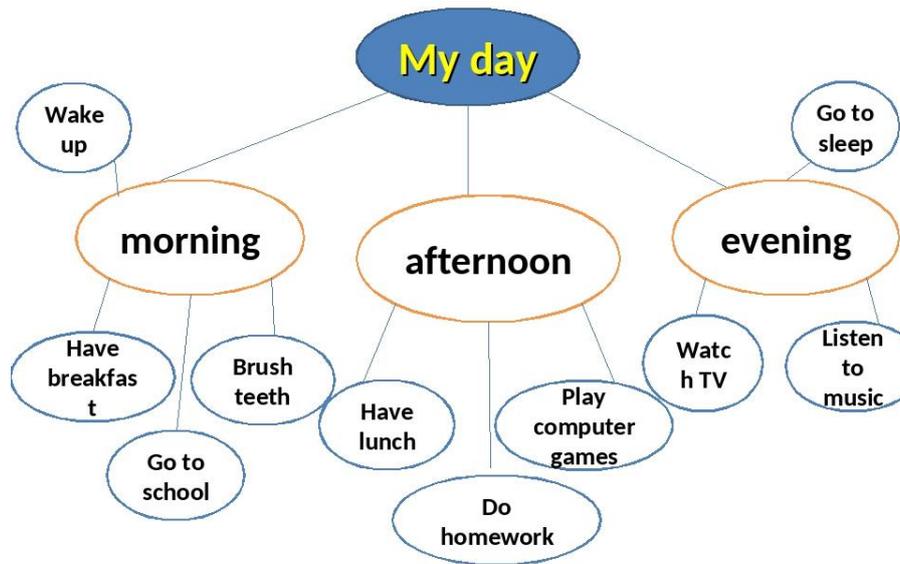
**Figure 2.** Table «Know-Wanttoknow-Learnt»

The table is filled in throughout the lesson. When announcing the topic of the lesson, you can already fill in the "Know" column, because the topic may be familiar to the students, or they may have experience with the subject under consideration. After filling in this column, the teacher must ask the question: "What else would you like to know? /Whatelsedoyouwanttoknow?" and put student responses in the "Wanttoknow" column. At the end of the lesson, conclusions are drawn and recorded in the third column "Can" (Zair-Bek S.I., 2011).

In order to introduce an element of the game and the spirit of competition into this technique, one can note which of the students asked the most questions, and who gave the most questions.

The next technique "Cluster" implies the selection of the keyword of the topic / text.

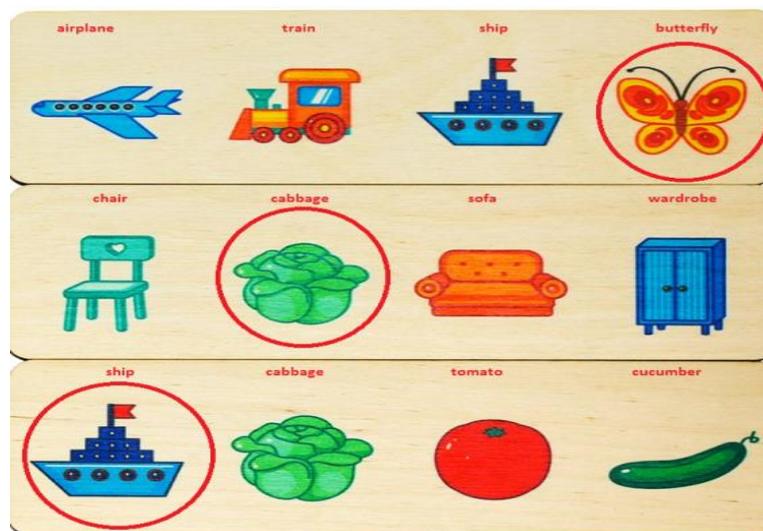
Then, around the main word, it is necessary to arrange the words associated with it (Beloshistaya A. V., 2010). Words need to circle around and connect with the main one. Each new word forms a new core that causes further associations. Thus, associative chains are created. All relationships must be shown with lines. An example of a cluster on the topic "Myday" for third grade students is shown in Figure 3.



**Figure 3.** Cluster «Myday» for 3rd grade students

The cluster, created by the hands of the students, enables the teacher to track their understanding of the topic, and the students, based on previous experience, to classify and systematize the available information.

In the classroom, the game "The Fourth Extra" using pictures is often used for students in grades 1 and 2, as they do not yet have sufficient vocabulary and are visuals. This game involves group work, when the class was divided into two groups (Svini L. But, Medouz D., 2014). This allows students to exchange opinions based on their experience, analyzing the chain of objects in terms of color, size, living or non-living object. Thus, the students had to identify all the objects in a row, compare them with each other by similar signs and find one that differs from the others. An example of using this game is shown in Figure 4.



**Figure 4.** "The fourth is extra"

The pictures that were superfluous in each row of pictures are highlighted in red. At the same time, for each superfluous word, you should select your own series of similar words in order to form a group according to a certain criterion. For example, butterfly - dragonfly - bee - beetle (insects); cabbage - tomato - cucumber - potato (vegetables); ship - plane - train - wagon (transport). Students should give reasoned answers as to why this subject is superfluous. Short phrases facilitate the process of speech activity of younger schoolchildren in this game.

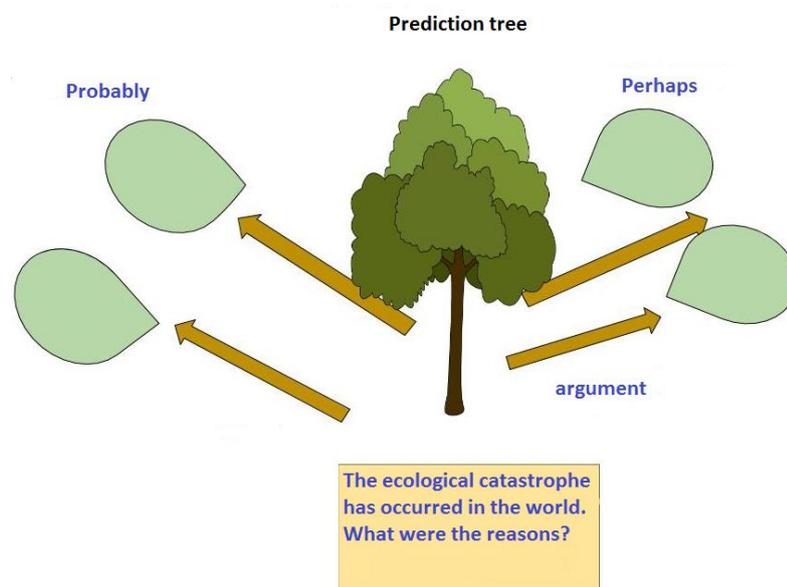
If the teacher sets the time, the teams can compete with each other. The winner is the team that finds all the extra items in each row first without mistakes and explains its choice.

The "Prediction Tree" technique is allowed to activate the brain activity of students at the beginning of the lesson.

It is necessary to draw a tree trunk on the board, where the topic for predictions will be indicated. The topic should be addressed to the future and hypothetically viewable (Zagashev et al, 2003).

Then, on the branches of the tree, you need to write assumptions starting with the words "Probably /Perhaps", "Probably/ Perhaps". The number of branches can be unlimited.

Arguments should be placed on the leaves of trees. For example, there was an environmental catastrophe in the world, which caused this. A visual image of the "Prediction Tree" is shown in Figure 5.



**Figure 5.** "Tree of predictions"

This technique allows students to find arguments for their assumptions.

The game "Associations" allows students to activate critical thinking, memory, improve writing skills and listening comprehension.

Students need to build an associative array for the word "family". To do this, a table of 9 cells is compiled. The main word is located in the center, associations are indicated around it. The associations are named alternately and written out by the teacher on the blackboard, then each student fills them out in a chaotic manner and fills out his own sheet. Or, each student writes his own associations himself, without voicing them to other students, and then, when each of the students starts voicing words, the others delete them from their table if the association matches. The winner is the one who first crosses out three words horizontally or vertically. Students take turns naming words, while others cross them out of their table if there are coincidences. An example of an association game is shown in Figure 6.

<b>Support</b>	<b>Home</b>	<b>Love</b>
<b>Mother</b>	<b>Family</b>	<b>Happy</b>
<b>Father</b>	<b>Sister</b>	<b>Brother</b>

**Figure 6.** Associative field for the word "Family"

Venn circles often make it difficult to complete tasks, but they contribute to the development of visual memory, analysis and synthesis of information. One of these tasks is shown in Figure 7.

Students are invited to read two texts. After reading the texts, students should find common and distinctive features of animals described in the texts. To do this, two circles are drawn. At the intersection of two circles, the same features are indicated for both objects, in the parts where the circles do not intersect, differences are indicated. You can add solutions to this task in dynamics and you will get a game where the winner will be the one who first lists all the similarities and all the differences.

### **Text 1**



An elephant is a huge animal that lives in Africa and Asia. Elephants are grey, they have two big ears, two long teeth (tusks) and a long nose (a trunk). They eat leaves, plants, fruit and roots.

Elephants are mammals.

### **Text 2**

A lion is a large wild cat. It is called "the king of beasts". It has sharp teeth and claws, a big head and a long tail. They are red. Lions are predators, they hunt for other animals. Animals live in Africa and India in groups called prides. Lions are very strong, smart and cunning.



Lions are mammals.

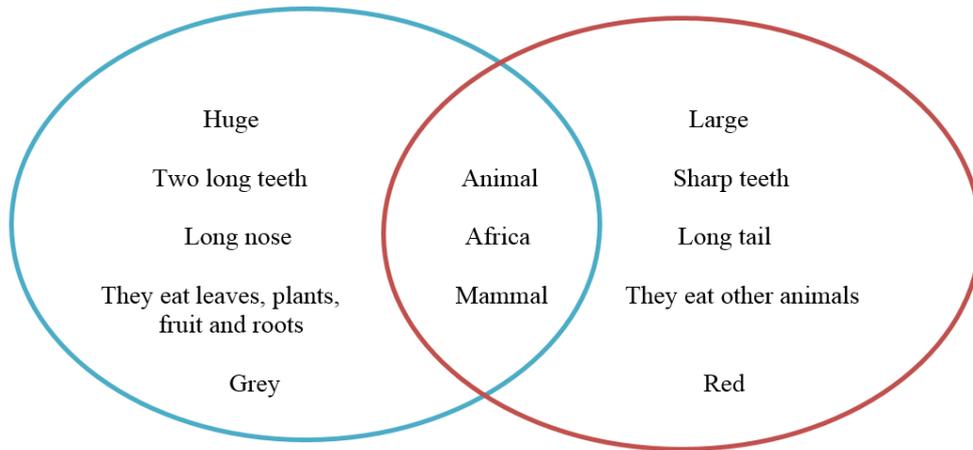


Figure 7. Venn circle

Another method of developing critical thinking independently developed is the game "Smart Watch". An example of how students perform such a task is shown in Figure 8.

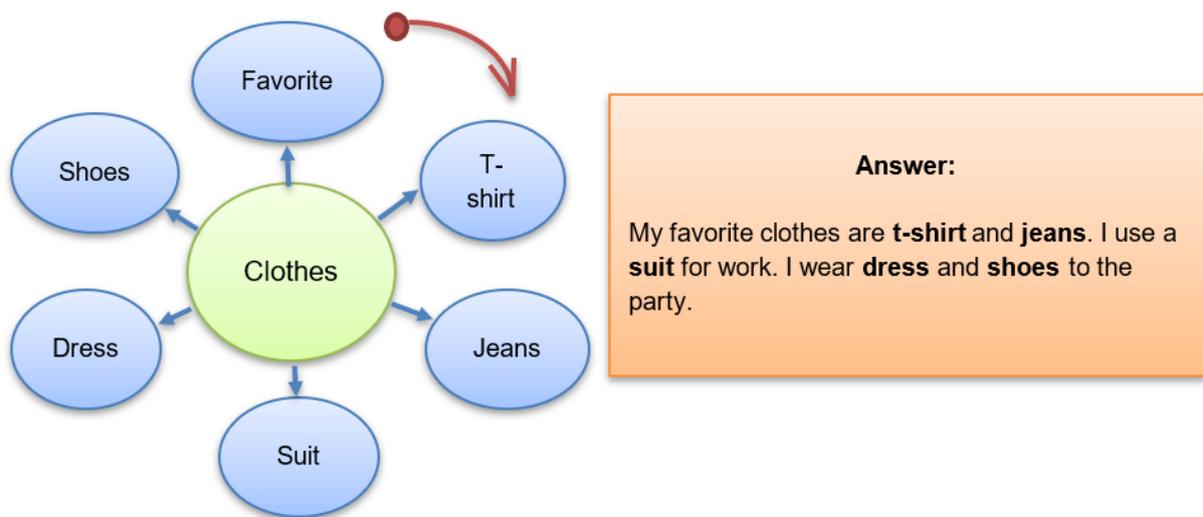


Figure 8. "Smart watch"

The essence of the game is as follows. The teacher sets the keyword. Words associated with the main word or defining it are arranged around it in a chaotic order. Then it is necessary to compose a text with a logical meaning from the words. You can use words in the text in a chaotic order, or you can assign a "reference point" and in a certain sequence (clockwise or counterclockwise) use words in the text being compiled. You can also set a time, for example, 5-10 minutes. The winner is the one, the student or the team that will be the first to finish composing the text.

This game helps to develop the ability to thoughtfully immerse yourself in information, and also allows you to learn how to synthesize information and improve writing skills.

The Matching game is one of the easiest for younger students. The only problem is to see the details while reading to correlate with the right parts. An example of this game is shown in Table 5.

**Table 5.** Correspondence on the topic "School stuff"

Word	Definition
1. backpack	A) a portable electronic device used to perform calculations
2. ruler	B) an item for cutting
3. pen	C) a map of the world made in the shape of a ball
4. pencil	D) a long, thin object, usually made of wood, for writing or drawing
5. notebook	E) it is used for measuring things and for drawing straight lines
6. calculator	F) a bag for school items
7. globe	G) a tool used for writing
8. scissors	H) a stack of paper pages for recording notes

Answer: 1 – F; 2 – E; 3 – G; 4 – D; 5 – H; 6 – A; 7 – C; 8 – B

The winner of the game is the one who first and correctly connects all the words and definitions. The game develops visual skills, the ability to work with concepts and their analysis.

A special technique for developing critical thinking is the restoration of a deformed text. The options for this task are presented below. Students had to arrange the words in the correct order for the sentence to make sense (Figure 9).



**Figure 9.** Deformed text

This exercise allows you to improve writing literacy. In this case, the student should understand what is being discussed in the text as a whole, then analyze each sentence, paying attention to the basic grammatical rules, for example, the order of words in a sentence, verb tenses, etc. Then you need to read the text again to understand whether there is meaning in the text. After that, you can invite students to voice the grammatical rules that were used in this text, and what exactly was the error.

Another technique for developing critical thinking is the Word Search game. The game allows you to develop concentration, develop the perception of a holistic image of the word, reading and writing literacy. The signs of the game "Word Search" are presented in Figure 10.



**Figure 10.** "Word search"

The Word "Search game" requires the concentration of students' attention when a word is searched in a special table. Words can be hidden in vertical, horizontal ways, and can also be located diagonally. The one who finds all the words first wins the game.

Cinquain is a methodical technique, which is the compilation of a text consisting of five lines (Zagashev I.O., Zair-Bek S.I., etc. 2003).

An example of cinquain for junior level students is given in Table 6. Cinquain is made up of a text about Bunny rabbit.

**Table 6.** Cinquain

	<b>Text</b>	<b>Cinquain</b>
	<p style="text-align: center;">Rabbit</p> <p>It is a blue rabbit. Its name is Bunny. It likes its name. It lives in forest. It is five. Bunny is not big but it is strong and brave. Bunny is nice and funny. It can run and jump. It can't swim and skate.</p>	<p>1 – rabbit;            2 – blue, funny;            3 – live, run, jump;            4 – I like this rabbit because it is nice</p>

Reception develops the ability to work with information, highlight the main thing, creatively process information, simplify. Cinquain is useful for synthesizing complex information, as a slice of the assessment of the conceptual apparatus and vocabulary of students.

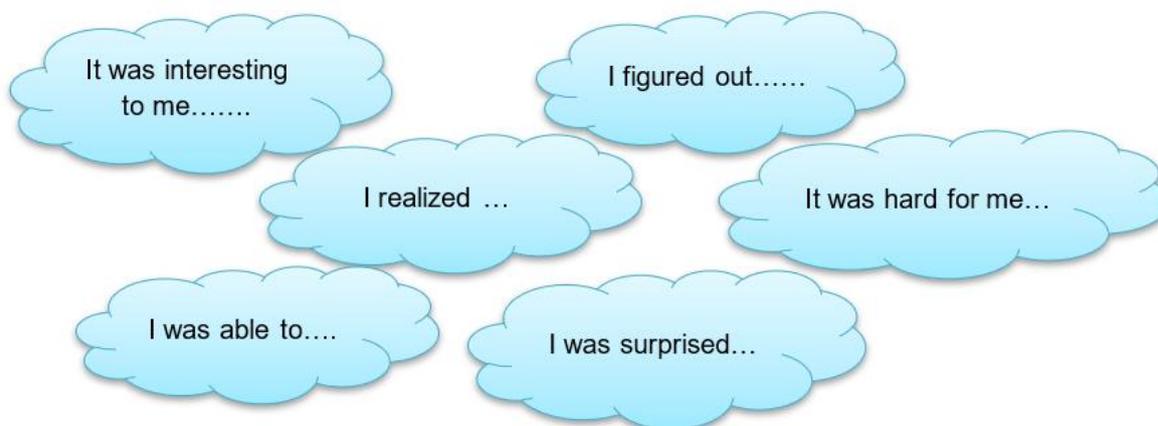
The "Last word for me" technique is another technique for developing critical thinking at the "Reflection" stage. This technique provides a framework for discussing a narrative or descriptive text. As a rule, the "last word" in discussions always remains with the teacher, in this technique on the

contrary – the teacher leaves the "last word" for the student to give their words and ideas importance, thereby motivating them to express their opinion in the future.

The essence of the reception is as follows:

- students read the texts and emphasize those passages that intrigue them or that are interesting to them;
- then these excerpts are written out on small pieces of paper with the numbers of the sentence and the students make a comment on it;
- after one of the students, the teacher appoints him to his place and the student, after reading out his proposal, invites classmates to comment on it;
- after all the comments have been made, the student reads out his comment instead of the teacher, which is the last one. No one else gives any comments.

This technique is more suitable for 4th grade students, since they already have enough words for comments by the age of 10-11. For schoolchildren of grades 1 – 3, this technique is poorly applicable. "Tag cloud" is a technique that is designed to summarize the lesson, to establish feedback with students, to express their opinions, to determine their emotions and feelings. An example of a "Tag Cloud" is shown in Figure 11.



**Figure 11.** "Tag Cloud"

The phrases in the example are not exhaustive. The teacher himself can supplement or replace them. The use of the "Tag Cloud" technique and can be combined with a discussion of the essence of the topic of the lesson and your participation in it. This technique is easily perceived by junior high school students, as it has a certain imagery and patterns for statements.

In order to test the effectiveness of the developed methodology for the development of critical thinking in English lessons for younger schoolchildren, studies were conducted with students of the

2nd, 3rd, 4th grades of the E.A. Buketov School No. 52 in Karaganda. The number of students who participated in the experiment was:

- in 2 grades - 89 people;
- 94 people participated in 3 grades;
- there are 92 students in grades 4.

First grade students did not participate in the study because they still have poorly developed communication and writing skills.

The most interesting in the opinion of elementary school students are the games "The 4th extra", "Word Search", "Prediction Tree", as students easily identify differences, use imagination for predictions based on previous experience, have developed visual images.

The most difficult techniques when learning English are "Smart watches" and "Restoration of deformed text", because they require greater concentration of attention, knowledge of grammatical rules when writing, the ability to freely express their own thoughts.

The most interesting techniques for younger students are - "The fourth extra", "Word search", "Prediction Tree" because bright visualization is used.

In order to evaluate the effectiveness of using a combination of techniques and didactic games for the development of critical thinking in English lessons for younger schoolchildren, a questionnaire was compiled to assess the critical thinking of schoolchildren. A 10-point scale was used to assess the level of development. As a result of the research, it was found that in the 2020-2021 academic year:

- 9.5% of students have a high level of critical thinking development;
- 72% of students have a level of critical thinking development above average;
- 12.5% of students showed average development of critical thinking;
- 6% of students have a low level of critical thinking development.

These results suggest that the techniques of developing critical thinking in English lessons are effective, and they also enhance the cognitive activity of students, allow them to realize their creative abilities and motivate them to acquire new knowledge.

## **CONCLUSIONS**

1. Monitoring of English language knowledge has confirmed the expediency of using techniques and didactic games in the development of critical thinking, since:

- academic performance in English is high;
- students understand the task in English;
- there is an opportunity for reflection of the learned material;

- I have developed a habit of expressing my own opinion;
- there was a speed in completing tasks;
- there was a great depth of the material read.

2. The developed approach to the development of critical thinking in English lessons for younger schoolchildren is a sequence of exercises that allows you to get out not only a student who can read, write, speak and understand English, but also a student who studies enthusiastically, can detect mistakes in the process, knows ways, how to fix them, adapt to the changed circumstances.

3. The general criterion for the effectiveness of the developed approach for the development of critical thinking in English lessons can be considered an increase in cognitive activity and educational motivation of younger schoolchildren, as well as the opportunity to realize their creative potential.

4. Critical thinking development techniques allow updating the dominant communicative approach to teaching a foreign language today, adapting it in accordance with the modern social need of a person capable of intercultural dialogue based on critical thinking.

5. In addition to these benefits, students will begin to relate to critical thinking as an actual process in their daily lives through understanding:

- what is critical thinking in practice
- the benefits they get from exercising critical thinking
- critical thinking techniques that are best suited for problem solving
- games as a way to improve the process of critical thinking
- how to make better decisions in class
- the best ways to formulate your questions to improve your critical thinking skills (A Beginner's Guide to Critical Thinking, 2017).

In general, the transition to the development of critical thinking in schoolchildren means the purposeful use of a structure and a set of tools that provide thought processes that lead to the adoption of more effective methods and optimal problem solving, including creative innovation in teaching English (Think Smarter, 2014).

**Informed Consent Statement:** Informed consent was obtained from all the participants involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

**Conflict of interests:** The authors declare no conflict of interest.

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# FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE WITH THE HELP OF PODCASTS

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## ABSTRACT

*This study is motivated by the growing importance of the use of the Internet in learning, as well as the use of podcasts as a means of teaching a foreign language at school. The implementation of the requirements of the state educational standards of basic general and secondary general education initiates the need to develop the foreign language communicative competence of students. The research is devoted to the study of the essence, components, and characteristics of foreign language communicative competence, as well as the possibility of using podcasts in secondary school foreign language education to develop communicative competence. The article presents a theoretical review of the literature on the formation of foreign-language communicative competence using podcasts in high school general education and offers a step-by-step author's concept of implementing podcasting technology to form foreign-language communicative competence in high school students in Kazakhstan. The author's concept of implementation of podcasting technology in the sphere of education and the formation of foreign-language communicative competence proposed in the work can be applied while teaching high school students at general education schools. Taking all the above into account, it is reasonable to say that podcasts can increase motivation for learning, develop ICT competence, foreign language communicative competence, as well as cognitive activity of students. The use of podcasting technology opens great opportunities for high school students to overcome the language barrier by engaging in an authentic language environment.*

**Keywords:** podcast, formation of communicative competence, foreign language learning, technology, innovation

## INTRODUCTION

Globalization is a key basis for the modernization of the education system both worldwide and in the Republic of Kazakhstan. Currently, the Republic of Kazakhstan is open and ready for international cooperation and dialogue of cultures.

Strategic prospects of development and modernization of Kazakhstan defined in the "Strategy of development of Kazakhstan until 2050" stipulate the modernization and updating of school educational programs capable of providing a modern system of training of graduates of a modern comprehensive school. Thus, it is possible to tell that relevance of the formation of foreign language communicative competence of high school students is explained by the global level of understanding of features of a modern sociocultural situation in the world. Foreign language communicative competence as an integrative personal education has a complex structure.

Relying on the scientific basis created by such native scientists as S.S. Kunanbaeva, we conclude that the development of foreign language communicative competence is possible through the improvement of listening and speaking skills, together reflecting the ability of a student to

participate in foreign language communicative communication. Integration of podcasts into the system of foreign language learning creates the necessary conditions for the development of foreign language communicative competence of high school students. The choice of the senior grade is caused by the fact that the students already have a sufficient stock of lexico-grammatical knowledge, and the use of authentic educational podcasts is justified to deepen their socio-cultural knowledge (Kunanbaeva, 2013).

## **LITERATURE REVIEW**

In recent years' attention to the highlighted problem of formation of foreign-language communicative competence of learners was paid by such foreign and Kazakh scientists, for example, Kunanbaeva S. S., E.V. Artsishevskaya, I.L. Bim, E.M. Vereshchagin, N.D. Galskova, I.A. Zimnyaya, D.I. Izarenkov, V.G. Kostomarov, R.P. Milrud, E.I. Passov, K.D. Bünting, J. Gumperz, S. Günther, D. Hymes, S. Savignon, W. Ulrich (Kunanbaeva, 2005), (Bim, 2001).

The problem of using information and communication technologies in the pedagogical process of educational institutions has been studied by such scientists as Nurgalieva G.K., Kunanbaeva S.S., Bidaybekov E.I., Jusubalieva D.M., Artykbaeva E.V., Nurbekova J.K., Nurgaliev M.K., Sagimbaeva A.E., Chaklikova A.T., Tajigulova A.I., Shkutina L.A., E.G. Azimov (Jusubalieva, Chaklikova, 2019), (Azimov, Schukin, 2009).

The analysis and generalization of the experience of the application of podcasts in the sphere of foreign language education, as well as research works on the problem of formation of foreign language communicative competence in the research of Kazakh and foreign scientists, constitute the methodology of research:

The problems of implementation and use of information technologies in the educational process were considered by such Kazakh scientists as Nurgalieva G.K., Kunanbaeva S.S., Bidaybekov E.I., Jusubalieva D.M., Artykbaeva E.V., Nurbekova J.K., Nurgaliev M.K., Sagimbaeva A.E., Chaklikova A.T., Tajigulova A.I., Shkutina L.A. and others.

The experience of using podcasting technology in training is reflected in the works of the following scientists: A. B. Zhamukhanova, O. V. Borscheva, N. G. Protazanova, S. S. Arbuzov, F. V. Pogulyaev, F. V. Khokhlushina, L. S. Nigai.

The innovation explosion in the field of information and communication technology has become the core and the basis of the modern new economy focused on the industrial-innovative modernization of the entire socio-political and economic life of Kazakhstan. Thanks to ICT, the mode of information transfer from the producer to the consumer has changed, the information processes in society. ICT today acts as the basis of the processes of globalization and informatization of society,

contributing to the formation of a multicultural world, and media –the culture has a significant impact on changing the way of life of modern people (Zakharova, 2005).

At the present stage of social development, characterized by dynamism and openness, the tasks of professional activity of graduates of specialized secondary educational institutions significantly change. Regardless of the choice of future specialty, each of the students is required to have the knowledge and ability to use language tools competently and effectively to extract, process, and translate information in accordance with the needs of professional communication in a diverse socio-cultural space, to maintain and develop professional competencies.

Foreign language is studied in all types of secondary educational institutions and is a compulsory academic discipline that contributes to the tasks of personal development, formation and improvement of communicative and professional skills, and knowledge of a foreign language at a time of global interconnectedness of the world, and international mobility.

For high school students to achieve specified international-standard parameters of teaching foreign language, it is assumed that they will master the 3rd or 4th (B2) European level. Proficiency in level 4 (B2) means being able to understand complex information about personal, social, academic, and professional subjects, making emphasis on arguments and generally understanding implicit as well as explicit statements in texts and direct reports; using the language fluently, grammatically correct and efficient in conversation on personal, general and professional topics, noting the connection of the statements made, communicate without noticeable restraint when trying to express oneself, highlight the personal significance of events, express one's position clearly by providing appropriate explanations; produce a clear, systematically developed text with an adequate allocation of significant provisions, necessary details, developing one's ideas and statements.

According to L.V. Kudryavtseva one of the main tasks of teaching a foreign language consists not only in giving knowledge to students but also of awakening a personal motive, instilling interest in the subject, developing a desire for speech self-improvement (Kudryavtseva, 2009).

In this regard, now in the modern methodology, the goals of learning are being clarified, and the content and structure of education are changing. Accordingly, the forms of learning are being improved, and methods and techniques of learning are being specified.

In addition, various technologies are being developed that focus not only on the process of mastering knowledge by students but also aimed at the overall development of the student's personality, and the development of his intellectual and communicative skills.

In modern didactics, in many methodological works, the term pedagogical technology is found. In practice, there are such terms as pedagogical technologies, educational technologies, new

pedagogical, and innovative educational technologies. However, the concept of "technology" is not yet fully defined and clarified, the term is used in a broad context.

The new pedagogical technologies we have studied in this work - both by studying educational literature and by researching advanced pedagogical experience through special publications of periodicals help us in the upcoming work of the "teacher" to organize full-fledged foreign language learning with the use of new educational technologies. An important theoretical direction in studying the problem of ICT use in the educational process is the concept of implementing person-centered learning. The focus of personality-centered technology is on "a unique, value-oriented individual who strives for maximum realization of his/her abilities, who is open to perceiving new experiences, and is capable of making conscious choices in various life situations" (Kashchuk, 2006).

Integration and information processes taking place in the modern world determine the social order of the society to the system of higher professional education for training a graduate who is ready for lifelong professional training, for mastering new professions, the ability for full-time and remote intercultural and professional interaction with colleagues from different countries and thus the ability for intercultural communication and self-development in a foreign language information and education environment (Polat, 2001).

According to E.N. Paschin, information technologies are such technologies that have information as an input resource, which is at the same time the result. Thus, information technologies are ways of processing, storing, and transmitting the information. It is an automation based on computer technology and information technology that leads to the formation of a paperless information processing industry (Paskhin, 1997).

The key ideas of the personality-oriented paradigm are developed in the studies of I.A. Zimnaya, I.S. Yakimanskaya, and others. The author's accent on the recognition of the self-value of the human personality as a bearer of high humanistic principles, on the recognition of the right of the individual to free development, on the dialogic interaction of the student and the teacher, which involves mutual understanding of different personalities, the implementation of the subjects of the educational process co-creativity, the development of human culture as a set of personal qualities, the understanding of learning as a process of sense-making.

I.A. Zimnyaya, speaking about the personality-activity approach, notes that from the position of the learner it implies, first, "freedom of choice of ways, methods and in some cases even a partner in learning - the teacher" (Zimnyaya, 1991).

This approach provides:

- ensuring the safety of the personal manifestation of the learner in all learning situations, creating the conditions of his/her personal self-actualization and personal growth;

- formation of the learner's activity, his/her readiness for the learning activity, problem-solving by means of a partner, trusting relations with the teacher;

- orientation of educational activities on the interests and cognitive abilities of students, because it is the personal component that has a systemic nature in the content of education, not the cognitive component as in traditional education;

- the unity of external and internal motives, where the external is the achievement motive and the internal is the cognitive motive (Leontiev, 2003).

Among technologies, on the basis of a personal orientation of pedagogical process, it is expedient to allocate also a technology of cooperation, game technologies, and design technologies. L. Rubinstein, based on the ideas of the cultural-historical theory, put forward and developed in detail the activity approach in philosophy, psychology, and pedagogy, according to which a person and his psyche are formed in initial practical activity and therefore should be studied through their manifestations in the main types of activity - in work, cognition, learning, game, etc. (Rubinstein, 2006).

According to Verevkina-Rahalskaya Y.N.'s concept of foreign language teaching intensification, intensive teaching is aimed at mastering foreign language communication, relying on the psychological reserves of students' personality and activity not used in conventional teaching, especially on the management of social and psychological processes in the group and the teacher's communication management with the students. According to Y. N. Verevkina-Rahalskaya, the goal of intensive foreign language teaching is to master the skill of communication in the shortest time possible (Verevkina-Rahalskaya, 2006).

Speech communication, in this case, being the object of study, acts not only as a goal but also as a means of learning. In contrast to the opinions of several scientists who study the problem of intensification and believe that effective learning is possible with minimal costs for the student and the trainees, G.A. Kitaygorodskaya puts forward her own point of view, the essence of which is that intensive learning should be associated not with minimization, but with the maximization of the joint efforts of the participants in the educational process (Kitaygorodskaya, 1992).

The socio-cultural approach to teaching a foreign language, represented by the scientific school of Ter-Minasova S.G., which is implemented in the concept of "dialogue of cultures" should be particularly noted. In accordance with this concept, the main task of teaching foreign languages now is to teach a foreign language as a real means of communication. For a specialist, a foreign language is not only a means of production but also a part of the culture and a means of education humanization (Ter-Minasova, Lihacheva, Selevko, 2002).

It is known that the goals of teaching foreign languages are conditioned by the following functions, which this subject performs in the educational system:

- linguistic - forming knowledge about the language system;
- Communicative - shaping communicative competence;
- Socio-cultural - forming cultural competence, i.e. acquaintance with culture, customs, and traditions of the society of the studied language;
- developing - forming skills of independent thinking, the ability to draw conclusions, compare facts, etc.

Professional language proficiency becomes possible with the formation of communicative competence, which is a set of linguistic, speech, and socio-cultural components (Zhussupova, Shadiev, 2021).

Communicative competence in the narrow sense assumes the ability to use language means, and knowledge of regularities of their functioning in a real speech to construct statements in the process of personally significant foreign-language communication of its participants. Communicative competence consists not only of the ability to predict the process of communication, based on the uniqueness of the communicative situation, to get used to the social and psychological atmosphere of the communicative situation, and to manage the processes of communication in a communication situation, but also involves the development of the following skills of global character:

- identify common and culture-specific in the development models of different countries and civilizations;
- Present one's own country and culture, taking into account possible cultural interference from the listener;
- Recognize the rights of different cultural models;
- constructively assert one's own position without demeaning others or falling into direct dependence on the priorities of others (Thorne, 2020).

Linguistic competence is the potential of linguistic knowledge of a person, a set of rules of analysis and synthesis of language units, allowing one to build and analyze sentences, use the language system for communication, and comprehend in general the regularities and rules of language functioning (Savignon, 2007).

Speech competence implies, on the one hand, knowledge of ways to interpret a communicant's speech portrait, techniques of introductory, selective, analytical reading, and construction of oral and written speech in the studied spheres of foreign-language communication; on the other hand, development of the following skills: predict communicative acceptability and purposefulness of the choice of means of the design of speech works, implement communicative correction of inadequate

speech behavior, determine the communicative meaning of phrases, discourse fragments in the studied situations, vary speech behavior in changing conditions of foreign-language communication (Littlewood, 2009).

Information competence includes knowledge of the functional capabilities of computer technology; modern program shells; types of information and communication services; peculiarities of information flows in their field of activity; psychological structure of the interaction of subjects of study in the information environment; rules of use of intellectual property objects on the Internet.

Info communication technologies provide an opportunity to implement the principle of individuality. The presence of instantaneous feedback large links the visual presentation of language material, objective assessment of the results of students' actions, and the activity of the learner due to the interactive form of working with the training material. The student works on a personal computer independently, is not distracted from the content of the actions to solve the problems and has the opportunity to deploy control of their own actions (Jusubalieva, 2019). In addition, students find themselves under great emotional influence from the possible negative emotions of the teacher or classmates.

Knowledge of a foreign language in the period of development of international cooperation is an important condition for the successful self-realization of an individual. Foreign language becomes an effective factor in socio-economic and general cultural processes, intercultural communication, and ethnocultural humanist-oriented learning and is studied in all types of specialized secondary educational institutions, being a compulsory academic discipline, contributing to the tasks of personal development, formation, and improvement of communicative-professional skills and abilities; knowledge of a foreign language in the period of the global interconnection of the world, international mobility is an important condition for successful personal self-realization (Safonova, Sysoev, 2007).

The relevance of studying the features peculiar to a particular culture has now become particularly acute. The increased interest in the study of folk culture of various ethnic groups, the creation of societies, and associations that unite not only researchers of traditional culture problems, but also other persons interested in it, the inclusion of such disciplines as "Dialogue of cultures", "Natural history", "Culture of peace", "Ethnocolouristics", etc. The inclusion of such disciplines as "Dialogue of Cultures", "Indigenous Studies", "Culture of Peace", "Ethno-colourism", etc. in the curricula of educational institutions, training specialists in various humanitarian fields, and the orientation of secondary specialized educational institutions' programs on teaching foreign languages with the inclusion of ethnocultural components in their sections and topics - all this shows the need of society for the exchange of cultural values. Because, on the one hand, it helps us to comprehend the spiritual identity and cultural values of different peoples, and on the other hand - actively

contributes to the perception of the culture of other peoples, rethinking their own national culture (Hofstede, 2001).

At the same time, the analysis of the content of foreign language teaching in educational institutions of secondary vocational education shows the insufficient inclusion of ethnocultural knowledge, skills, abilities, and competencies in the curriculum. In connection with the changes in the understanding of Kazakh pedagogical thought about the content of education and its social and cultural functions, new forms of knowledge translation are developed, considering the historical mission and goals of education, which allow stating that the lack of an active ethnic-oriented direction in the worldview of a teacher reduces the level and effectiveness of teaching. According to Byram M. in the course of the development and improvement of political, social, and cultural relations there is a need for new, in-depth approaches to education and upbringing of the student's personality, development of tolerance, creativity, morality, humanism, industriousness, responsibility, communicativeness, their integrative manifestation, which is facilitated by the introduction of foreign language culture components into the process of teaching a foreign language (Byram, 1997).

In this connection, it is important to note that mastering a foreign language should be carried out at a functional level, as a result of which mastered foreign language knowledge and the formed skills are mobile enough for their use in real life, to expand opportunities in social, cultural and professional spheres of communication with representatives of other countries, and also for getting access to foreign language sources of information. It also allows you to continue your education and/or work using a foreign language (Korotayeva, 2013).

So, innovative methods of teaching foreign languages are diverse and, on the one hand, include methods that are developed and used within the framework of organizational, problem-developmental, and role-playing technologies, project activity technologies, and the research method of teaching, which have almost become traditional. These are business games, pieces of training, master classes, press conferences, scientific discussions, defense of essays, case studies, colloquia, round tables, as well as situational tasks, creative tasks, making analytical papers, game-based learning, problem-based learning, etc.

On the other hand, a powerful source of cognitive activity for students, the development of their creative abilities, interests, abilities, skills, and other intellectual characteristics are today new innovative technologies - this is primarily information and communication technologies, inextricably linked with the use of computerized learning. They include the use of electronic teaching aids, interactive whiteboards, testing computer programs, information retrieval systems, and electronic educational resources, as well as multimedia lectures, practical classes, and presentations (Polat, Bukharkina, 2010).

Possible forms of work with computer learning programs in foreign language classes include learning vocabulary; practicing pronunciation; learning dialogic and monological speech; learning to write; practicing grammatical phenomena. The main issues in the use of innovative technologies are the structure of educational computer programs, their content, and the optimal organization of the Webspaces (Kholodkova, 2006).

With the help of the Internet, it is possible to solve several didactic tasks: to form reading skills and abilities, using the materials of the global network; to improve students' writing skills; to replenish vocabulary; to form a stable motivation for learning English, as well as to receive information on the problem studied in the framework of the project work (Zakharova, 2012).

Interactive technologies have a key place in the modern education system (Zhussupova, Shagiakhmetova, Beisembayeva, 2020). Since interactivity implies constant interaction (teacher and student, students with each other). The teacher does not give out ready-made solutions, the students, thanks to the interactive interaction, find their own answers, with the formation of individual maps (ways) of knowledge. This implies a departure from the traditional dominance of the teacher in the learning process, to the dominance of student activity. The teacher's role is reduced to directing students' activity towards achieving the goals of the class, through students' performance of tasks.

The purpose of all interactive technologies is to create a comfortable learning environment through which students feel their success, and their intellectual competence, which makes the learning process itself productive, to give knowledge and skills, as well as create a basis for working on solving problems after the training is over.

The objectives of interactive forms of learning are awakening students' interest; effective learning of educational material; independent search of ways and options for solving a given learning task (choosing one of the proposed options or finding your own option and justifying the solution); establishment of impact between students, learning to work in a team, to be tolerant to any point of view, to respect the right of everyone to free speech, respect their dignity; formation of students' opinion and attitude, forming life and professional skills, reaching the level of conscious competence. When using interactive forms, the role of the teacher changes drastically, and ceases to be central, he or she only regulates the process and deals with its general organization, prepares in advance the necessary tasks, and formulates questions or topics for discussion in groups, gives advice, controls the time and order of the intended plan. Participants appeal to the social experience - their own and other people's - while they have to communicate with each other, solve tasks together, overcome conflicts, find common ground, and compromise.

## **RESULTS AND DISCUSSION**

Today, the principle of variability is proclaimed in the education system, which gives the opportunity to choose and build the pedagogical process according to any model. Thus, different variants of the content of education are developed, and new ideas and technologies are practically substantiated. Currently, the concept of pedagogical technology has firmly entered the pedagogical lexicon (Gorshkova, 2017).

Among the various directions of new pedagogical technologies, the most adequate in the opinion of leading scientists are the following:

- cooperative learning (cooperative learning);
- project method;
- multilevel learning;
- individual and differentiated approach to learning (Kagan, 2009).

The above-mentioned pedagogical technologies are unthinkable without the extensive use of new information technologies. It is the new information technology that makes it possible to fully reveal the pedagogical, didactic functions of these methods, and to realize the potential inherent in them.

Audio and video recordings for distribution on the Internet, podcasts, have recently become widespread. However, their popularity is growing at a tremendous rate. It only takes a few minutes to search for podcasts on a topic. Recording podcasts on Dictaphones and webcams of mobile devices does not cause any technical difficulties either.

The first podcast appeared in 2004, and by 2005, the term "podcast" was added to the Oxford dictionary, which shows its enormous popularity and relevance. This is explained by the fact that usually it takes years or even decades to recognize and define innovation. But in the XXI century, technological progress is developing at a speed many times faster than usual, even in the XX century. For example, there are over 56 million podcasts on the Internet in 2010.

A podcast is a digital recording of a radio program or other similar program available on the Internet for downloading to a personal audio player (The new Oxford American Dictionary, 2005). Such a formulation, revealing the essence of the phenomenon, points not to the innovation of the idea of recording itself, but to the modernization of the process of recording and listening to audio and video excerpts. The new digital format of the recording opens unlimited possibilities of its distribution on the Internet. In turn, modern Web 2.0 services allow subscribing to podcast updates from specific resources. It is a subscription that becomes a fundamental distinguishing characteristic that makes podcasts a fundamentally new phenomenon not only in the world of technology but also in the field of didactics (Selevko, 2008).

From a methodological point of view, podcasts contribute to the formation of speaking skills. This technology allows presenting new materials and vocabulary, expanding the semantic field and training the language material, as well as forming the socio-cultural competence of students. Podcasts are appropriate for use not only as material for receptive tasks but also for the development of speaking, training, and control of prepared and unprepared speech. Both reception and podcast production can be applied to project work. All the above skills can be developed both in the classroom and in offline work.

The advantage of using podcasts in the learning process is the authenticity of the tasks. On the one hand, students use familiar and popular materials; on the other hand, they get the necessary interdisciplinary skills of using a foreign language in real life. Moreover, the learners' motivation is raised by the multimedia nature of the materials offered during reception and creativity during production.

The didactic properties of podcasts include the following characteristics:

- Sound nature;
- Multimedia;
- Organization of learning space and time;
- Interactivity;
- Ease of use and accessibility.

These characteristics determine the range of didactic functions of podcasts. Thanks to their sonic nature, podcasts in foreign language teaching improve the effectiveness of the formation of oral speech activities by transmitting the nuances of intonation, dialects, and the individual features of the speaker's speech. At the same time, podcasts are an indispensable tool to access information and presenting materials in an understandable visual form.

The multimedia nature of podcasts serves for creative assignments, motivates students, and builds interdisciplinary media literacy skills, so relevant for subsequent use of a foreign language in a real language situation. Interactivity complements the development of learners' communicative and creative skills, ensuring the transition from knowledge consumption to knowledge sharing and synthesis. At the same time, interactivity authenticates the learning process by addressing a global audience, getting expert advice on a topic, and representing their country in the international arena.

Increasing the effectiveness of teaching foreign languages, podcasts help improve the organization of the learning process within the framework of its intensification, individualization, and systematization. Developing students' autonomy, their critical thinking and introducing active forms

of learning, podcasts as an instrument of mobile learning implement the standards of modern education and person-centered learning.

Thus, in accordance with its didactic properties and the functions they entail, podcasting can be used in foreign language teaching as a means:

-transmission of instructional material created by teachers (lectures, supplementary and preparatory course materials) to various audiences,

-receipt of authentic information for students of foreign languages and cultures,

-providing administrative-organizational information (schedules, announcements),

-repeating and reinforcing what has been learned,

- preparation of students for lectures and seminars (pre-casts).

The use of podcasts in foreign language teaching requires solving a number of methodological problems. Firstly, podcasts must be selected according to a number of criteria for students with different language backgrounds. Secondly, we need to define the types of tasks using podcasts. Finally, we need an algorithm for creating and publishing our own podcasts.

## **CRITERIA FOR SELECTING PODCASTS**

To solve the first methodological task of working with podcasts, their selection, we propose criteria for their description that meet the characteristics of the audience, the specifics, and the goals of the foreign language course. These include the following parameters:

- Type of multimedia: audio or video + recording length;
- Subject matter: relevance of the podcast to the topic of the lesson and series of lessons;
- Level of language material;
- Type of speech: monologue/dialogue/polylogue;
- The perceptibility of the recording: background noises, the pace of speech, speech characteristics (dialects, individual characteristics, etc.);
- Authenticity: training or authentic podcasts;
- System: Search for individual podcasts for different topics or a series of podcasts for the entire course;
- Updating information: periodically update podcasts in the resource.

Each characteristic or type of podcast in isolation is neither positive nor negative. Describing a podcast according to the given criteria reveals its relevance to a specific learning environment.

## **Podcast Assignments**

The second methodological challenge is to prepare assignments using podcasts. A fundamental factor in making the determination of the type of assignment seems to be to approach the audio recording

as a goal or a means. Similarly, to any audio material, podcasts may serve for the formation of listening skills or as supporting material for the development of language skills and sociocultural competence. Separately, there are tasks for the practice of productive speaking skills. Thus, we can distinguish three types of tasks with the use of podcasts:

Language exercises - at the stage of introduction of the material, its consolidation, formation, and intermediate control of language skills the following types of exercises are used: Speech receptive and Speech productive. These exercises, especially those belonging to the first two types of exercises, have a sociocultural orientation since they contain additional materials in the target language.

Teachers who regularly use podcasts in their professional activities create their own library of the most successful materials and then exploit them for different tasks. Some specialists prefer to go by the type of task, explaining this by the availability of a wide choice of materials and the possibility of finding a resource that exactly corresponds to the methodological task at hand.

Reception of podcasts in a traditional language classroom is carried out with the help of mini speakers, which are connected to any device that plays podcasts from their own media library or from the Internet. Such devices for audio podcasts include phones, smartphones, and players. Laptops and tablets are suitable for watching video podcasts in a language classroom of 10-12 people. In a wider audience of country studies or any other classes, it is possible to use the above-mentioned devices in combination with a stationary or portable projector.

Podcast recording, in turn, is provided through mobile devices with multimedia tools: web camera, voice recorder, and recording applications: iTalk (Apple), Quick Record (Android), Voice Recorder (Nokia), YivoSoftRecorder (Windows), etc.

### **Algorithm for recording training podcasts**

The third difficulty in the use of podcasts in the learning situation arises in the performance of exercises of a productive nature. In spite of the fact that in a non-academic setting students willingly use a Dictaphone and a webcam, the tasks of recording their own speech in a foreign language require additional comments from the teacher. This can be explained by the students' quiet psychological fear of using a foreign language in a controlled environment and recording possible errors. It is to overcome this fear that such assignments are appropriate. Other advantages of recording podcasts to form and control oral language skills include:

- Opportunity to focus on the phonetics of the language being studied;
- Increased motivation in speech preparation;
- Error control;
- Saving time in the classroom;
- Availability of materials for subsequent work with them and speech control in dynamics.

Podcasts for educational purposes can be recorded either on a Dictaphone or a webcam. It makes sense to start by recording on a recorder. This assignment is suitable for offline work. Nevertheless, the first few times it is relevant to perform it in class for the students to master it. The main condition for the success of the task is a precise setting and a methodical goal that justifies the use of technical devices for recording one's own speech. The work algorithm for recording a podcast consists of several steps:

### **Formulation of the goal of the task**

Preparatory stage: solving cognitive, speech, and language difficulties (information on the topic, language material, speech patterns):

- Formulation of assignment setting (references to materials, recording format: monologue/dialogue, length, etc.)
- Making a speech plan;
- Self-checking mistakes;
- Practice speaking;
- Recording speech;
- Singling out mistakes by the teacher;
- Work on mistakes;
- Subsequent use of the recording.

It follows from the algorithm that the process of recording speech itself is only one of the many stages of work. The effectiveness of the task depends on the thoroughness of all stages.

### **CONCLUSION**

Thus, the validity of the introduction of podcasts in foreign language teaching is confirmed by the variability of the types of tasks carried out through this technology, the ease of implementation, and the effectiveness of their use to activate the speech and thinking activity of students. Podcasts and videocasts of the mobile format implement the integration of mobile technology in the traditional language classroom.

Thus, the considered theoretical provisions and conclusions obtained during the study and the proposed methodology of introducing podcasts in English classes contribute to the methodology of foreign language education. The research expands the ideas about the foreign-language educational process in schools at the basic level of education. A methodological model of foreign-language communicative competence formation with the help of podcasts has been developed. The results of the study can serve as a theoretical basis for further development of the problem.

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**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

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# UTILISATION DES ELEMENTS DE LA METHODE MONTESSORI EN COURS D'ANGLAIS

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## RESUME

*La méthode Montessori est une méthode d'éducation qui met l'accent sur l'apprentissage et la découverte par les enfants. Elle est fondée sur la conviction que l'éducation d'un enfant doit être construite pour développer tous les aspects de sa personnalité: sociale, émotionnelle, physique et scolaire. La méthode Montessori est basée sur l'observation et les lois du développement naturel de l'enfant sur le plan psychologique et psychique. Il ne s'agit pas simplement de créer une collection d'outils, mais plutôt de guider l'enfant dans l'utilisation des outils adaptés à son évolution.*

*L'objectif de l'étude est la justification théorique et le travail expérimental sur l'application de la méthodologie Montessori dans l'étude de l'anglais en première année.*

*L'objet de l'étude est le processus d'apprentissage de l'anglais par les élèves de 1ère année.*

*Méthodes de recherche : analyse comparative, observation, étude, synthèse, analyse de l'expérience pédagogique massive et avancée*

*Les résultats suivants ont été obtenus au cours de l'étude*

- Les aspects et caractéristiques de la méthodologie Montessori ont été analysés ;
- Les étapes d'une leçon Montessori en cours d'anglais ont été définies ;
- Les techniques Montessori pour l'apprentissage de l'alphabet, l'enrichissement du vocabulaire, l'apprentissage de la lecture et de l'écriture, l'apprentissage de la grammaire et de la phonétique sont décrites ;
- Les façons dont le matériel Montessori peut être utilisé dans les cours d'anglais sont décrites en détail ;
- Une liste de contrôle pour les leçons utilisant la méthodologie Montessori a été élaborée.

**Mots clés:** méthode Montessori, techniques Montessori, matériel Montessori, cours d'anglais, processus d'apprentissage

## INTRODUCTION

La méthode d'enseignement Montessori est basée sur la liberté des enfants dans le choix des activités, la liberté par l'expérimentation et l'apprentissage autonome. Son objectif est de promouvoir l'éveil, les sens, l'ouverture et le développement sur le monde. Elle se base sur le respect de la vitesse d'apprentissage et les centres d'intérêt des enfants. Il importe alors de s'intéresser en de plus amples détails sur la méthode pédagogique de Montessori.

La pertinence du sujet de l'étude est due à la nécessité de créer un environnement favorable à l'apprentissage de l'anglais en première classe et au développement insuffisant de l'application de la méthodologie Montessori dans les cours d'anglais. La méthode Montessori favorise actuellement le développement naturel des compétences chez les plus jeunes enfants, basé sur la recherche, la collaboration avec les camarades, la curiosité, le jeu et la communication.

La méthode d'enseignement Montessori met l'accent sur la qualité plutôt que sur la quantité. Dans l'approche Montessori, l'enfant est considéré comme un individu qui participe à toutes les étapes

de l'apprentissage. La méthode Montessori est basée sur le respect et l'attention individuelle aux élèves. Les éducateurs Montessori aident les élèves dans un environnement préparé et leur permettent de viser l'excellence à leur propre rythme. La méthode Montessori insiste sur le fait que les élèves doivent être autorisés à choisir leur propre matériel d'apprentissage et leur propre espace dans la salle de classe, et à apprendre de manière indépendante ou en groupe. Ce droit de choisir améliore le processus de résolution des problèmes.

L'approche Montessori est connue comme une méthode d'apprentissage auto-active, collaborative et pratique. La nature multiculturelle des écoles Montessori offre de nombreux avantages à l'anglais comme langue seconde.

La méthode Montessori favorise actuellement le développement naturel des compétences chez les plus jeunes enfants, basé sur la recherche, la collaboration avec les camarades, la curiosité, le jeu et la communication

La méthode Montessori suggère que les enfants ont un intérêt inné à apprendre et qu'ils seront en mesure de le faire dans un environnement approprié. Il cherche à créer une classe remplie d'ordre, de pureté, de beauté et d'harmonie.

L'utilisation de la méthode Montessori dans l'enseignement de l'anglais aux élèves de première classe peut donner d'excellents résultats en termes d'acquisition de la langue, de discipline, de motivation et de développement intellectuel. L'exploration de l'application de cette méthode est pertinente dans les écoles du 21<sup>e</sup> siècle.

La base théorique de l'étude sont les travaux des auteurs nationaux Akhmatova L., Aradzhi E., Bakytbaykyzy A., Kalmyrzaeva A., Kazybaeva N., Tozhimurat A.J., Myrzabaeva T. M., ainsi que des auteurs étrangers O.M. Osiyanova, M.N. Khanina, Medine Güney, Luis Ochoa Siguencia, Anabela Mateus, G.R. Ismagilova, E.N. Prokofieva, D.A. Starkova, D.E. Nokhrina, etc.

L'hypothèse de l'étude est que si la méthodologie holistique de M. Montessori est mise en pratique dans l'apprentissage de l'anglais en première classe, le contenu et les méthodes d'enseignement de la méthodologie permettront un enseignement efficace de l'anglais.

Conformément à l'objectif, l'objet, le sujet et l'hypothèse, les tâches de recherche suivantes ont été définies :

- Étudier les approches et les caractéristiques de la méthodologie Montessori ;
- Étudier les particularités psychologiques des élèves de première classe ;
- Développer et tester du matériel didactique pour l'apprentissage de l'anglais en utilisant la méthode et le matériel Montessori.
- Travail expérimental sur l'application de la méthode Montessori dans les cours d'anglais en première classe

La nouveauté scientifique et la signification théorique sont les suivantes :

- Le modèle d'une leçon utilisant la méthode Montessori pour les élèves de première classe dans l'étude de l'anglais a été développé ;

- Les méthodes et le matériel Montessori ont été systématisés afin de créer des exercices pour développer les compétences, la lecture, l'écriture, la maîtrise de la grammaire, l'élargissement du vocabulaire.

La nouveauté scientifique et la signification théorique sont les suivantes :

- Le modèle d'une leçon utilisant la méthode Montessori pour les élèves de première classe dans l'étude de l'anglais a été développé ;

- Les méthodes et le matériel Montessori sont systématisés pour créer des exercices permettant de développer des compétences, de lire, d'écrire, de maîtriser la grammaire, d'élargir le vocabulaire.

La signification pratique est la suivante :

- Une liste de contrôle pour les "leçons Montessori" a été élaborée.

Structure de l'article : introduction, 2 chapitres, conclusion, liste des références

## **METODOLOGIE**

**Approches et caractéristiques de la méthode Montessori.** Le programme de développement de Maria Montessori, qui a déjà réussi à devenir un classique dans ce domaine, reste le plus recherché pendant de nombreuses années. La méthode Montessori a été développée dans la première moitié du XXe siècle. Il a été enrichi par les nouvelles réalisations de la science pédagogique et est à la base des activités de développement dans les centres de développement précoce et les jardins d'enfants de nombreux pays. La fondatrice de la méthodologie (Maria Montessori) est une médecin, enseignante et psychologue italienne qui a travaillé à la création d'activités éducatives pour les enfants ayant des besoins spéciaux. Au fil du temps, la méthode s'est avérée efficace pour les enfants non handicapés. Ce système de développement de l'enfant est appelé par Montessori elle-même "un système de développement indépendant de l'enfant dans un environnement didactiquement préparé".

La méthode Montessori est un système éducatif qui forme les élèves à devenir des innovateurs créatifs et des leaders sans avoir recours à des notes, des tests ou des devoirs.

La méthode Montessori vise à développer un processus d'apprentissage pratique, indépendant, collaboratif et agréable. Il apprend aux élèves à commencer petit, avec leurs propres idées, à les développer par l'expérimentation et à résoudre les problèmes en cours de route avec un sens de la curiosité stimulant.

L'un des aspects les plus frappants de l'éducation Montessori est sa similitude avec la mentalité de l'hacker „fail fast, fail forward".

Un principe central de cette méthodologie est l'idée d'auto-éducation de l'enfant. Les parents et les tuteurs doivent comprendre que l'enfant est intéressé par la création des conditions nécessaires à son développement et par l'explication de la manière dont les connaissances peuvent être acquises. D'où vient la devise du système éducatif : "Aidez-moi à le faire moi-même !" (Montessori M., 2012).

Un certain nombre de pratiques existent sous le nom de «Montessori», mais l'Association internationale Montessori (AMI) et l'American Montessori Society (AMS) appellent ces caractéristiques importantes (Montessori M., 1997):

- les cours se déroulent dans un environnement commun spécialement organisé, divisé en plusieurs zones de taille appropriée, dans lesquelles les objets de travail sont commodément placés;

- en groupes, des élèves d'âges différents sont engagés: les aînés s'occupent des petits enfants et, à leur tour, essaient d'apprendre des enfants plus âgés. Les classes pour les enfants de 3 à 6 ans sont les plus courantes, mais 6-9, 9-12, 12-15 et 15-18 existent également. Ici on peut ajouter que l'une des caractéristiques les plus connues d'une éducation Montessori est celle de la classe multi-âges. Rejetant l'idée que tous les enfants du même âge se développent et progressent de la même façon. Les écoles Montessori pensent que les salles de classe multi-âges permettent aux enfants de travailler de manière plus productive à leur rythme naturel. L'organisation des salles de classe Montessori par tranches d'âge de 3 ans. Les défenseurs estiment que cela permet aux enfants d'acquérir de meilleures compétences sociales. Et de se développer sur le plan scolaire, dans un environnement d'apprentissage coopératif et non compétitif.

- les élèves peuvent choisir des activités dans la leçon parmi une gamme donnée d'options;

- des blocs continus de temps de travail, idéalement d'une durée de trois heures ;

- un modèle constructiviste ou «ouvert», dans lequel les élèves apprennent des concepts en travaillant avec des matériaux ;

- les enseignants ne doivent rien imposer à l'enfant, il décidera lui-même de ce qui l'intéresse (baigner les bébés, colorier ou jouer avec des inserts de cadre), combien de temps il passe, s'il doit étudier seul ou en compagnie;

- des matériels d'apprentissage spécialisés, qui sont souvent fabriqués à partir de matériaux naturels et esthétiques tels que le bois plutôt que le plastique.

- un enseignant qualifié qui a de l'expérience dans l'observation des caractéristiques, des inclinations, des talents innés et des capacités de l'enfant;

- emplacement qui facilite le mouvement et l'activité, la beauté et l'harmonie, la propreté de l'environnement ;

- des tâches adaptées aux besoins de l'enfant ;

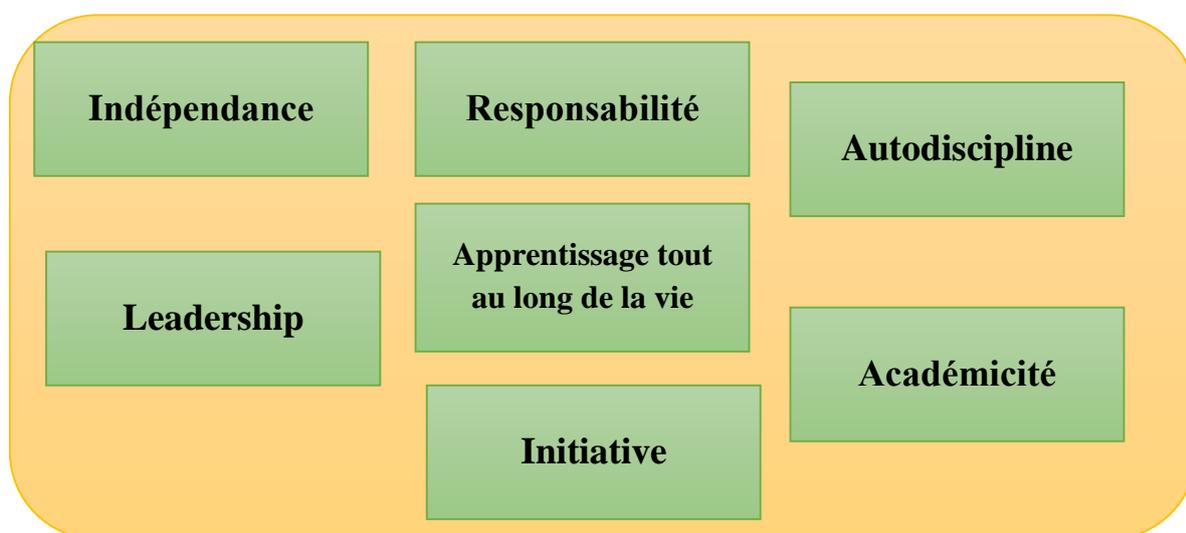
- limitation du matériel, de sorte que seuls les matériels qui soutiennent le développement de l'enfant sont inclus ;

- ordre.

L'éducation Montessori comprend des activités libres dans un «environnement préparé», c'est-à-dire un environnement éducatif adapté aux caractéristiques humaines de base, aux caractéristiques spécifiques des enfants de différents âges et aux caractéristiques individuelles de chaque enfant (Leonova Ye.V., 2015). La fonction de l'environnement est d'aider et de permettre à l'enfant de développer son indépendance dans tous les domaines en fonction de ses attitudes psychologiques interne

Bien que la méthode Montessori soit généralement associée à l'éducation primaire des enfants, les sept aspects de l'auto-apprentissage sur lesquels elle repose s'appliquent également aux adultes axés sur la croissance, qui sont très créatifs, adaptables et motivés (figure 1):

- 1) indépendance;
- 2) responsabilité;
- 3) autodiscipline;
- 4) leadership;
- 5) initiative;
- 6) académicité;
- 7) apprentissage tout au long de la vie.

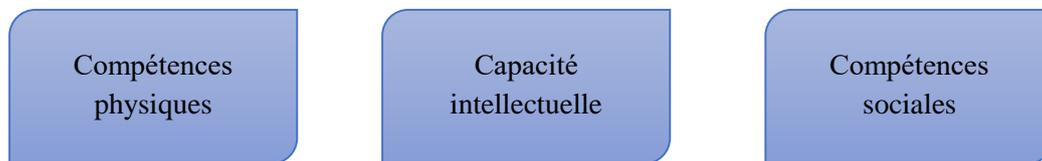


**Figure 1.** Aspects de l'auto-apprentissage selon la méthode Montessori

Dans la méthode Montessori, le développement du langage est soutenu par une série d'activités qui stimulent les compétences de communication et le développement du vocabulaire. Il existe un

large éventail de matériels pour la préparation à la lecture, l'analyse phonétique ainsi que le contrôle de la motricité fine (Ogoltsova E.G., 2017).

Selon Montessori, l'apprentissage de la lecture et de l'écriture devrait être basé sur les compétences présentées dans la figure 2.



**Figure 2.** Compétences en alphabétisation Montessori

La méthode Montessori se concentre sur l'entraînement sensoriel comme condition préalable à l'acquisition de la lecture. Mais avant de commencer à travailler avec des matériaux sensoriels, les enfants participent à des activités qui développent leurs habiletés motrices, telles que laver la vaisselle, polir ou nettoyer les vêtements. Le fait est que la motricité fine améliore les petits mouvements musculaires qui nous permettent de reproduire les lettres et les chiffres avec les mains et les doigts. Lorsque les enfants travaillent avec des matériaux sensoriels, ils développent des sentiments pour percevoir les sons de divers objets.

Selon l'approche Montessori, l'écriture doit précéder la lecture. Lorsque les élèves apprennent à écrire "phonétiquement", ils commencent par les sons qui constituent la base de la lecture. Plus tard, l'enfant sera capable d'associer des sons phonétiques à des lettres spécifiques.

Dans la classe Montessori, les enfants apprennent à composer des mots en collectant des lettres en papier colorées de l'alphabet Montessori et en les déposant sur la table. Ils sont encouragés à écrire ce qu'ils veulent, même s'ils utilisent mal les lettres. Au fur et à mesure qu'ils avancent, ils écriront plus correctement sans même le remarquer. L'objectif principal de l'alphabétisation précoce est de permettre aux élèves d'exprimer leurs pensées par écrit plutôt que de maîtriser les règles de l'orthographe ou de la grammaire

L'environnement favorable de Montessori offre aux élèves les conditions nécessaires pour acquérir naturellement des compétences en lecture et en écriture. La classe Montessori est un environnement propice à la lecture où les enfants sont encouragés à travailler de manière indépendante pour maîtriser les sons, les lettres et les mots. Outre la lecture proprement dite, une attention particulière est accordée aux activités de lecture liées à la géographie, à l'histoire et à d'autres sujets reflétant l'intérêt particulier des élèves.

L'un des principaux avantages de la méthode Montessori est qu'elle est conçue pour aider les élèves à développer le concept de globalité. Au lieu de travailler sur un seul aspect de leur éducation,

ils travaillent à leur propre rythme et apprennent de la manière qui leur convient le mieux. Ils peuvent travailler individuellement ou en petits groupes à leur niveau. Cela constitue la base de l'auto-motivation de nombreux apprenants (Montessori M., 2014).

Le principal inconvénient de la méthode Montessori est qu'elle est vraiment plus qu'un simple accent éducatif (Hormazabal H., 2019). Il s'agit d'un mode de vie. Utiliser cette méthode du point de vue de la famille implique d'apporter de nombreux changements à l'environnement familial. Cela peut même signifier adopter une approche différente de l'éducation des enfants, ce qui peut sembler inconfortable ou naturel.

La méthode Montessori repose sur les principes de base suivants :

- l'anthropocentrisme ;
- une liberté de choix relative (responsable) ;
- l'autonomie ;
- l'éducation et l'intégration sociales ;
- l'apprentissage dans un environnement de développement spécialement préparé.

Le principe d'anthropocentrisme souligne le rôle prépondérant de la personnalité humaine, la relation entre le développement spirituel, mental et physique, et détermine la prise en compte de la spécificité de chacun dans la construction du système d'éducation et d'instruction (Gutek G. L., 2004).

Le principe de la liberté de choix relative (responsable) implique que l'apprenant a le droit principal de choisir ce qu'il va faire dans un environnement d'apprentissage spécialement préparé et pendant combien de temps.

Le principe d'autonomie se reflète dans la forme d'apprentissage, de connaissance du monde, d'action consciente. Le système pédagogique de Montessori est construit sur la stimulation du désir d'action et d'apprentissage.

C'est la condition la plus importante pour qu'un enfant puisse acquérir son indépendance vis-à-vis d'un adulte. Les enfants choisissent l'objet de leur apprentissage et l'explorent de manière indépendante après que l'enseignant a présenté le matériel didactique, et l'enseignant n'intervient dans le processus d'apprentissage que lorsque l'enfant a besoin d'aide. L'enseignant montre et explique, mais ne le fait jamais à la place de l'enfant, car ce dernier doit le faire lui-même pour apprendre quelque chose. L'acquisition de nouvelles aptitudes et compétences aide l'enfant à développer un sentiment d'indépendance et de confiance en soi.

Le principe d'encadrement et d'intégration sociale se manifeste dans l'interaction des enfants, qui a un effet de développement social. Un résultat important de la communication et de l'interaction entre les élèves est le développement de qualités sociales significatives telles que la capacité à offrir de l'aide et à demander de l'aide, la réactivité émotionnelle et l'empathie pour autrui, la prise en compte

des caractéristiques d'une autre personne, la tolérance, une estime de soi adéquate, la confiance en soi et les compétences de communication. Les qualités sociales susmentionnées peuvent être développées de manière tout aussi efficace dans l'interaction des élèves tant dans leur langue maternelle que dans une langue étrangère.

M. Montessori considérait le principe de l'apprentissage dans un environnement de développement spécialement préparé comme l'un des plus importants. Nous pensons que ce principe peut également être considéré comme essentiel dans le contexte de l'enseignement des langues étrangères aux élèves de première classe. Un environnement préparé est une condition préalable au développement et à l'apprentissage de chaque enfant à son propre rythme, ce qui, malheureusement, n'est pas toujours observé dans le processus éducatif de l'enseignement secondaire général.

L'environnement de développement permet de stimuler l'activité cognitive de l'enfant et son intérêt pour la découverte de nouvelles choses sur le monde qui l'entoure. Il s'ensuit que le matériel didactique élaboré en tenant compte de l'observation des enfants doit être disposé en fonction du degré de difficulté et être librement accessible à l'enfant (jouets, plaques, images, etc.). Ils doivent tous avoir une apparence attrayante et être fabriqués à partir de matériaux naturels et sûrs. Comme l'a noté le célèbre méthodologue anglais M. West, il est impossible d'enseigner une langue, on ne peut que l'apprendre (West, 2010). Et pour cela, il doit y avoir une motivation qui, pour les élèves de 1ère classe, peut être précisément l'environnement en développement. La systématisation en fonction des zones de développement est l'une des principales exigences en matière de matériel didactique pour les élèves de première année.

L'utilisation de la méthode Montessori dans les cours d'anglais permet d'observer un phénomène langagier particulier, de communiquer avec les camarades de classe en anglais, en utilisant le dialogue pour construire la communication dans un espace organisé, et de stimuler les capacités générales de parole de l'enfant.

Tous les matériels Montessori, vraisemblablement situés dans la zone de parole de la langue, peuvent être divisés en 4 groupes :

- Matériel pour élargir le vocabulaire ;
- Matériel pour l'apprentissage de l'écriture ;
- Matériel pour l'apprentissage de la lecture ;
- Matériel d'introduction à la grammaire.

Les particularités de l'enseignement de l'anglais selon la méthode Montessori sont les suivantes:

- La mémorisation fastidieuse est remplacée par des activités de recherche active;

L'utilisation de technologies d'apprentissage modernes qui combinent le plaisir et le jeu avec une immersion rapide dans un environnement anglophone;

- L'anglais courant s'apprend facilement par la perception émotionnelle;
- Lorsqu'un enfant absorbe complètement l'histoire qu'il entend, il se souvient spontanément de nouveaux mots;
- L'utilisation d'activités de mouvement en classe permet de comprendre et d'assimiler de nombreuses phrases nouvelles.

Le principe de base de la pédagogie Montessori est d'encourager les enfants à s'éduquer eux-mêmes, à apprendre et à se développer. Dans les groupes, l'enfant apprend de manière indépendante avec l'aide d'un environnement spécialement conçu. L'enfant voit ses propres erreurs.

Dans l'enseignement Montessori, le rôle de l'enseignant est de guider les enfants dans leur apprentissage sans devenir un obstacle et sans trop s'insérer dans le processus d'apprentissage naturel. Par conséquent, l'enseignant Montessori est un facilitateur, pas un conférencier. Les enseignants Montessori encouragent les enfants à apprendre en plaçant les élèves plutôt que l'enseignant au centre de l'expérience. Par ailleurs, ils fournissent des matériels d'apprentissage adaptés à chaque enfant après une observation attentive dans l'environnement d'apprentissage spécialement préparé.

Les enseignants présentent et modélisent également des activités d'apprentissage, tout en donnant aux élèves la liberté d'apprendre à leur manière.

Les enseignants Montessori gèrent les comportements en classe en modélisant le respect continu de tous les enfants, et de leur travail, en observant et en utilisant des périodes, des intérêts et des capacités sensibles pour planifier l'activité.

Cette méthode permet de développer l'attention, la pensée créative et logique, la mémoire, la parole, l'imagination et les capacités motrices. La méthode Montessori met l'accent sur les jeux et les tâches collectives qui aident à développer les compétences de communication, ainsi que sur la maîtrise des activités quotidiennes qui aident à développer l'indépendance.

De nombreuses idées de M. Montessori sont déjà devenues familières pour la pédagogie préscolaire. Le matériel didactique est considéré à juste titre comme très efficace.

### **Développement de matériel didactique utilisant les méthodes Montessori pour les cours d'anglais en 1ère classe**

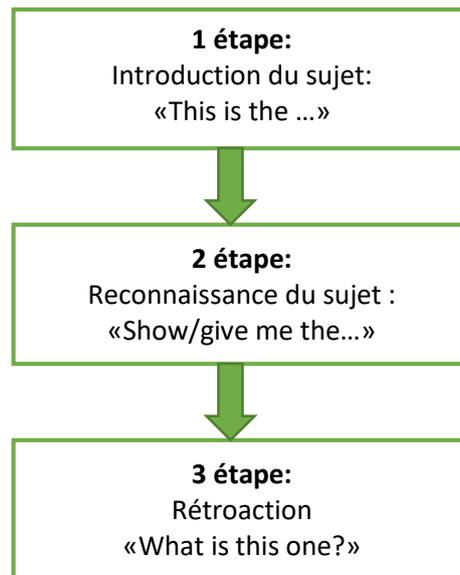
Une leçon Montessori peut être divisée en trois étapes. Chaque étape de la leçon se concentre sur un niveau de compréhension différent pour l'enfant, il est donc important de ne pas sauter d'étapes et de mener les leçons dans le bon ordre.

La première étape est l'introduction du sujet. Présentez le matériel à l'enfant et dites

«This is The dog / car etc.». Ensuite, remettez toujours l'objet à l'enfant pour qu'il se touche et le pose sur la table (Parmar V. J., 2016).

La deuxième étape est la reconnaissance du sujet. Après avoir apporté l'objet, l'avoir nommé et l'avoir remis à l'enfant plusieurs fois, essayez de dire «Show me The cat/bus etc.». S'ils indiquent la mauvaise image, ne les corrigez pas ou ne dites pas non. Au lieu de cela, dites quelque chose comme «vous avez trouvé un chien» et assurez-vous de revenir à la première étape (Arkhireeva T.V., 2015).

La troisième étape est la rétroaction. Lorsque l'enfant maîtrise la deuxième période, passez à des questions plus directes «What is this one?».



**Figure 3.** Les étapes d'une leçon d'anglais Montessori

Une chose à retenir est de ne pas passer à l'étape suivante avant d'être sûr que l'enfant est prêt. Cela sape la confiance et ils douteront de leurs réponses (Moukhina V.S., 2006).

Une leçon en trois étapes est généralement réalisée avec un maximum de trois nouveaux sujets ou concepts.

Il est important de se rappeler que la plupart des influences de l'enseignant sont indirectes, par le biais de l'environnement ou des règles qu'il élabore avec les enfants. L'apparence générale de l'adulte et sa passion captivent les enfants et aident l'enseignant à établir une relation de confiance avec chaque enfant, créant ainsi cette atmosphère unique qui rend les classes Montessori si particulières.

Les éléments suivants doivent être pris en compte

- l'atmosphère et le contact personnel avec l'enfant sont cruciaux (déterminants) pendant la leçon;
- la table ou le tapis ne doit contenir que le matériel de la leçon et aucun autre matériel;

- l'utilisation de tel ou tel matériel doit être claire et sans ambiguïté. Les mouvements lents et clairs jouent un rôle décisif. En même temps, vous devriez en dire le moins possible. Il est important de ne pas gêner le contact de l'enfant avec le matériel;

- l'enseignant montre la séquence complète des étapes afin que l'enfant puisse la voir. Après l'explication l'enfant passe à un travail indépendant, sous l'observation de l'enseignant. L'enseignant laisse ensuite l'enfant et l'observe à distance;

- si l'enfant fait encore des erreurs après la première leçon, il n'est jamais corrigé afin de ne pas le décourager. L'enseignant ne fait pas attention aux erreurs, mais répète la leçon après un certain temps;

- après la leçon, l'enfant travaille de manière autonome. L'enseignant encourage et inspire l'enfant timide, mais ne le force jamais à répéter l'exercice montré avec le matériel;

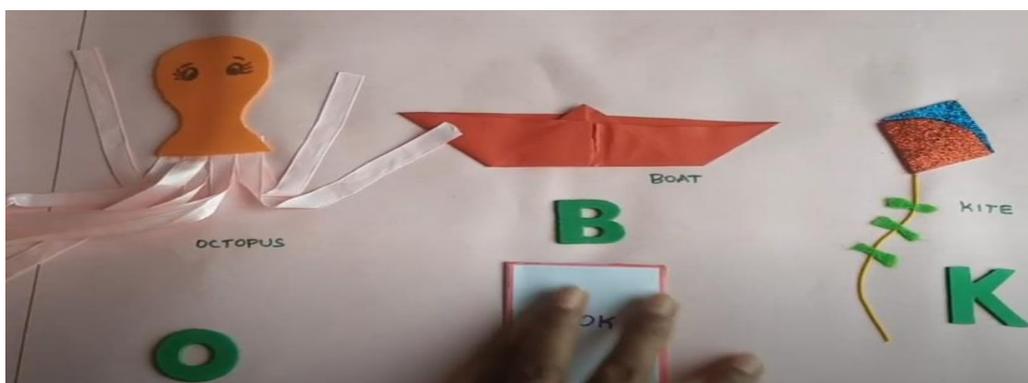
- dès que l'enfant maîtrise le matériel et devient confiant pour le manipuler, il peut varier et combiner les différents matériaux de manière indépendante pour répondre à ses besoins;

- dans la situation appropriée, plusieurs enfants peuvent recevoir la même leçon en même temps, mais les leçons individuelles sont plus importantes et plus efficaces.

*Les exercices Montessori pour apprendre l'alphabet* sont utilisés efficacement dans la pratique. Il est connu que les compétences linguistiques en anglais comprennent: lire (compréhension écrite), écrire (expression écrite), parler (expression orale), écouter (compréhension orale). L'apprentissage de l'alphabet est particulièrement important pour l'apprentissage de la lecture et de l'écriture (figure 5).

Plusieurs techniques peuvent être utilisées pour apprendre l'alphabet:

- identifier des lettres à partir d'un album spécial contenant une image 3D, une lettre et un mot écrit (figure 4);



**Figure 4.** Album avec des lettres et des images 3 D

- étudier l'alphabet avec les lettres sous forme de puzzle en 3D (figure 5);

- association du modèle de lettre et leur exécution à l'aide de bâtons en bois (figure 6);

- étude des lettres à l'aide de lettres en bois ou de papier de verre (figure 7);
- dessiner les chiffres dans l'ordre des lettres (figure 8).



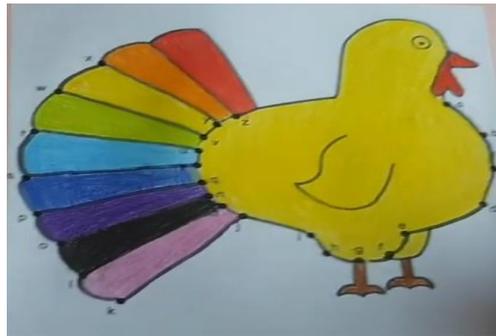
Figure 5. Lettres en 3D avec une planche de puzzle



Figure 6. Apprendre l'alphabet avec craft sticks



Figure 7. Alphabet de lettres en bois et en papier de verre



**Figure 8.** Association des lettres dans les dessins



**Figure 9.** Apprendre l'alphabet avec Sand tray

De plus, lors de l'apprentissage de l'alphabet et des lettres, il est possible d'utiliser une technique telle que «matching», qui permet d'identifier les lettres minuscules et majuscules (figure 8) et les premières lettres avec lesquelles les mots commencent à l'aide d'images 3D (figure 9) (Beloshistaya L., 2012).

Le toucher visuel et tactile de l'image d'une part et de la lettre 3D d'autre part donne aux élèves de première classe la possibilité de maîtriser rapidement l'alphabet anglais (Shadrikov V.D., 2011).

La fonction de recherche dans l'identification des lettres de l'alphabet en utilisant du papier de couleur et la répétition multiple donne également de bons résultats dans l'apprentissage de l'alphabet anglais.

Il est important, lors de l'apprentissage de l'alphabet, de classer les lettres voyelles et consonnes. Pour ce faire, vous pouvez utiliser un arbre de feutre séparément avec des lettres voyelles et consonnes (figure 10).



**Figure 10.** Un arbre avec des lettres

Lors de la prononciation telle ou telle lettre, l'élève doit la toucher avec sa main. Pour une meilleure perception, il peut s'agir de lettres claires sur un fond sombre ou vice versa.

*Exercices Montessori pour l'acquisition de compétences en écriture*

Selon Montessori, il vaut la peine d'apprendre la compétence d'écriture avant celle de la lecture. L'enseignement conventionnel se concentre généralement sur la lecture avant ou en même temps que le développement des compétences en écriture. La raison pour laquelle Montessori procède différemment (et avec beaucoup de succès) est mieux comprise si vous savez comment les enfants Montessori apprennent à écrire.

On montre aux enfants des lettres minuscules individuelles à la fois. L'enseignant prononce les lettres. On demande ensuite à l'enfant de tracer la forme de la lettre avec ses doigts. Le sable cinétique peut être utilisé pour cela. (Figure 11).

L'enseignant continue à énoncer la lettre à l'enfant.

Pour les enfants, cela signifie que

- 1 ils voient la lettre ;
- 2 ils entendent la lettre ;
- 3 ils sentent la forme de la lettre.



**Figure 11.** Écriture d'une lettre en utilisant du sable cinétique

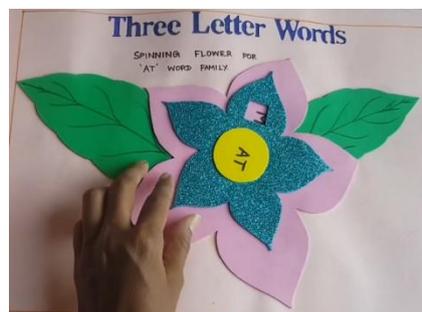
Cette approche multi-sensorielle est essentielle. En voyant et en entendant la lettre, ils commencent naturellement à lire. Le fait de sentir et de tracer la forme des lettres deviendra une compétence d'écriture.

Vous pouvez également utiliser des scanwords avec une image graphique des, l'écriture à la craie sur un tableau individuel, traçage de lettres dans un pochoir spécial.

#### *Exercices de développement du vocabulaire selon la méthode Montessori*

En visualisant les mots et en pouvant les toucher, le vocabulaire peut être considérablement enrichi et cela peut se faire en peu de temps.

L'un des exercices est le "fleurs à sept couleurs" (figure 12). L'essentiel de l'exercice est qu'en faisant tourner les pétales avec la fenêtre découpée, on peut ramasser les lettres pour créer de nouveaux mots. Ceux-ci sont ensuite sondés par l'enfant et traduits.



**Figure 12.** Fleur à sept couleurs avec la formation de nouveaux mots

La grille de mots croisés est un bon exercice pour renforcer le vocabulaire.

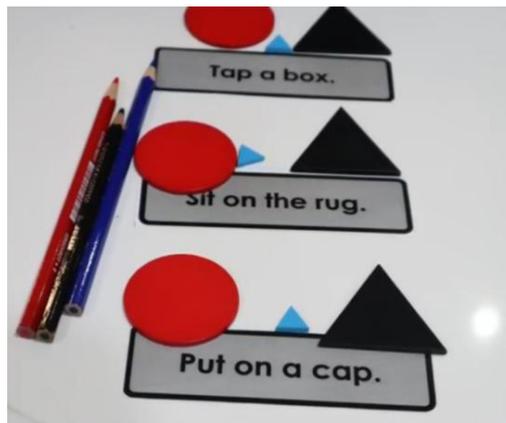
Pour que l'apprentissage soit efficace, il faut faire des mots croisés par sujet, en combinant les mots souhaités, et donner des images les décrivant les unes à côté des autres.

Une technique couramment utilisée dans la méthode Montessori consiste à montrer des images d'un certain sujet avec la voix de l'enseignant. Et puis l'enseignant demande de trouver ces images et de prononcer le mot. Cette copie est maîtrisée par les élèves très rapidement, surtout quand ils ont la possibilité de toucher l'image avec leurs mains.

#### *Exercices de la méthode Montessori pour travailler la grammaire*

Un exercice de grammaire très simple pour initier les enfants aux parties du discours consiste à utiliser des symboles pour les parties du discours dans une phrase. Cet exercice utilise les symboles grammaticaux traditionnels Montessori: des formes géométriques auxquelles on peut attribuer certaines parties du discours (nom, verbe, préposition, article).

Exemple, utilisation de la méthode Montessori en grammaire (figure 13).



**Figure 13.** Étude des parties du discours par la méthode Montessori

Comme vous pouvez le voir sur la figure, le triangle noir représente un nom, le cercle rouge un verbe, le petit triangle bleu un article et le croissant vert une préposition.

Les enfants reçoivent des cartes de phrases spéciales et la phrase est écrite au tableau, puis les enfants doivent identifier les parties du discours en utilisant le matériel Montessori. Vous pouvez également dessiner un symbole au-dessus du mot avec un marqueur de la couleur correspondante, vous pouvez découper les symboles et les coller.

Tous les exercices de la méthode Montessori utilisent une approche multi-sensorielle de l'apprentissage, permettant le développement des compétences de lecture, d'écriture, d'expression orale et écrite en utilisant la pensée mentale-linguistique.

### **Efficacité et résultats des travaux pilotes sur l'application de la méthode Montessori dans les cours d'anglais en première classe**

Au fur et à mesure que les enfants grandissent et développent leurs compétences, les enseignants auront besoin de divers matériels pédagogiques pour maintenir leur intérêt. Il existe différents niveaux de matériel Montessori dans le programme d'apprentissage de la langue Montessori.

La lecture préalable du matériel Linguistique Montessori favorise le développement des compétences de comparaison et de catégorisation.

Les matériaux roses introduisent des mots phonétiques de 2 à 3 lettres avec des consonnes, des voyelles, des structures de consonnes faciles à lire, par exemple «car», «dog», «cat».

Les matériaux de couleur bleue utilisent des mots phonétiques plus longs de 4 lettres ou plus. Ils contiennent des combinaisons de consonnes, par exemple, «desk», «gift», etc.

Introduisez la phonétique et les mots plus difficiles lorsque les enfants auront de la facilité à maîtriser le matériel rose. C'est toujours une bonne idée de garder avec eux certains matériaux

antérieurs, car y revenir peut les mettre en confiance lorsqu'ils ont des difficultés avec des matériaux plus avancés.

La présentation en images est souvent utilisée dans les cours d'anglais des élèves de première classe utilisant la méthode Montessori. Il y a 4 étapes à considérer ici.

Première étape: invitez les élèves à identifier les objets représentés sur l'image.

Deuxième étape: encouragez les élèves à parler de ce qui se passe dans l'image (actions).

Troisième étape: posez des questions sur la couleur des objets (s'ils connaissent le nom des couleurs) ? (Adjectifs).

Quatrième étape: demandez aux élèves d'écrire ce qu'ils voient sur l'image. À ce stade, il n'y a pas lieu de s'inquiéter des fautes d'orthographe.

Il est important de travailler avec les enfants en "cercle" sur un tapis à une table basse ou avec des pupitres se faisant face afin que les enfants puissent se voir. Il est bon de travailler avec cinq ou six enfants à la fois. S'ils sont plus nombreux, ils doivent être divisés en deux groupes de cinq ou six.

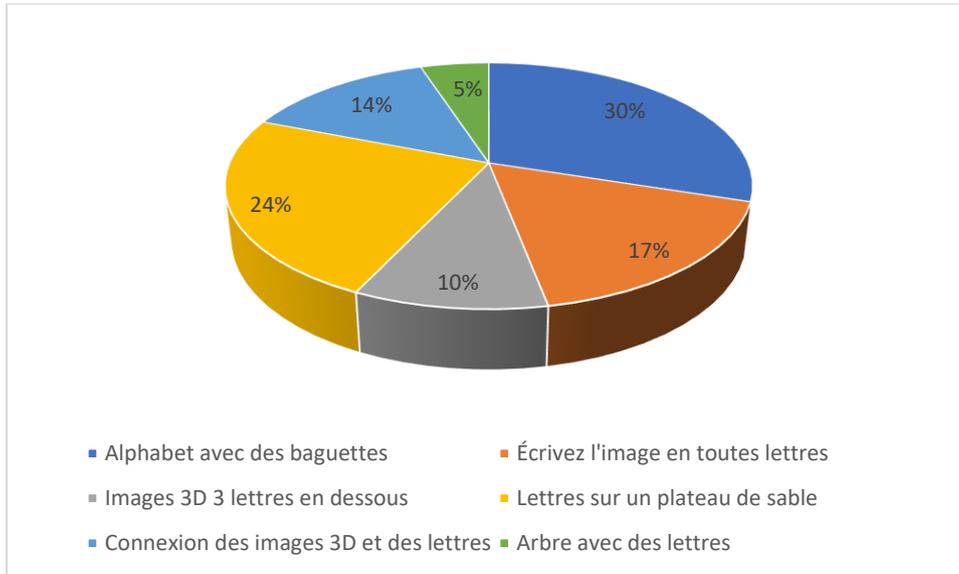
Étant donné qu'en première classe, aucune note n'est donnée au cours des deux premiers trimestres et qu'il est difficile d'évaluer leurs progrès, une enquête a été menée auprès des élèves de première classe afin de déterminer quelle technique Montessori, dans la méthode présentée, était la plus compréhensible et la plus intéressante pour les enfants.

Au total, 75 élèves de première classe de l'école 8 de Temirtau ont participé à l'enquête.

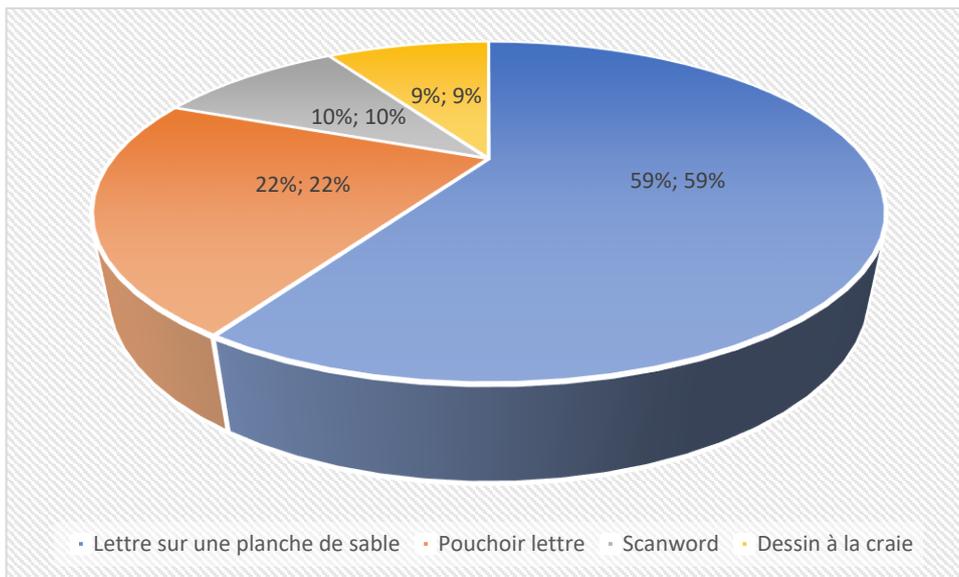
Les élèves de première année ont répondu aux questions suivantes :

- quel exercice Montessori pour l'apprentissage de l'alphabet ont-ils le plus apprécié ?
- quel exercice Montessori pour développer l'écriture était le plus intéressant pour eux ?
- quel exercice d'étude des mots Montessori était le plus compréhensible ?
- quel exercice de lecture Montessori était le plus facile ?
- quel exercice Montessori d'apprentissage de la grammaire était le plus facile à comprendre ?

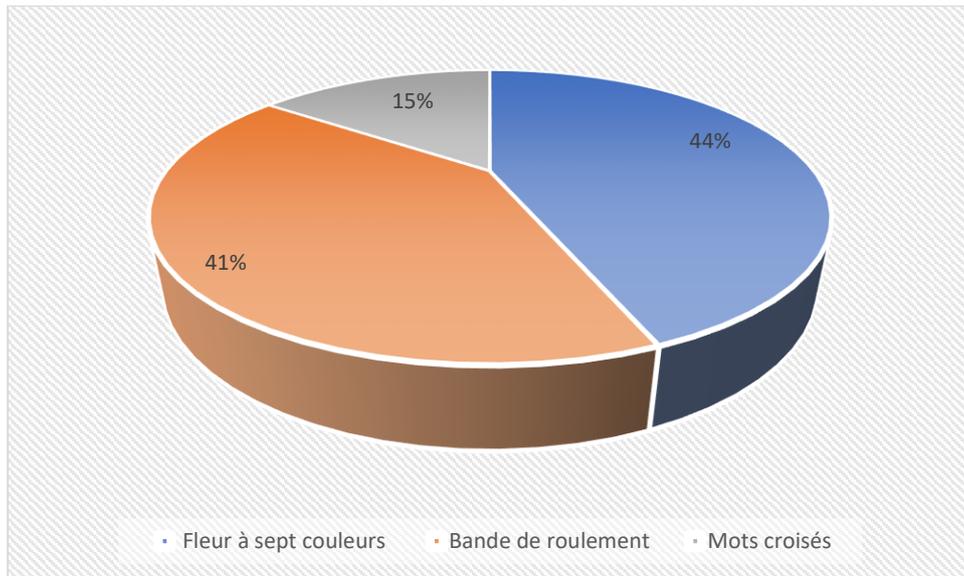
Les résultats de l'enquête sont présentés dans les diagrammes 1 à 5.



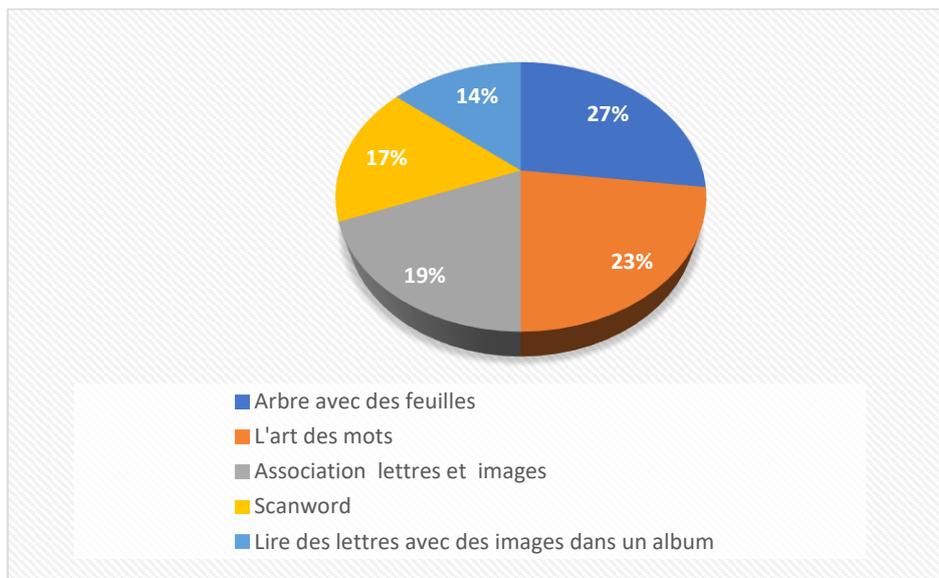
**Diagramme 1** : Popularité des exercices Montessori dans les classes d'anglais de première année pour l'apprentissage de l'alphabet



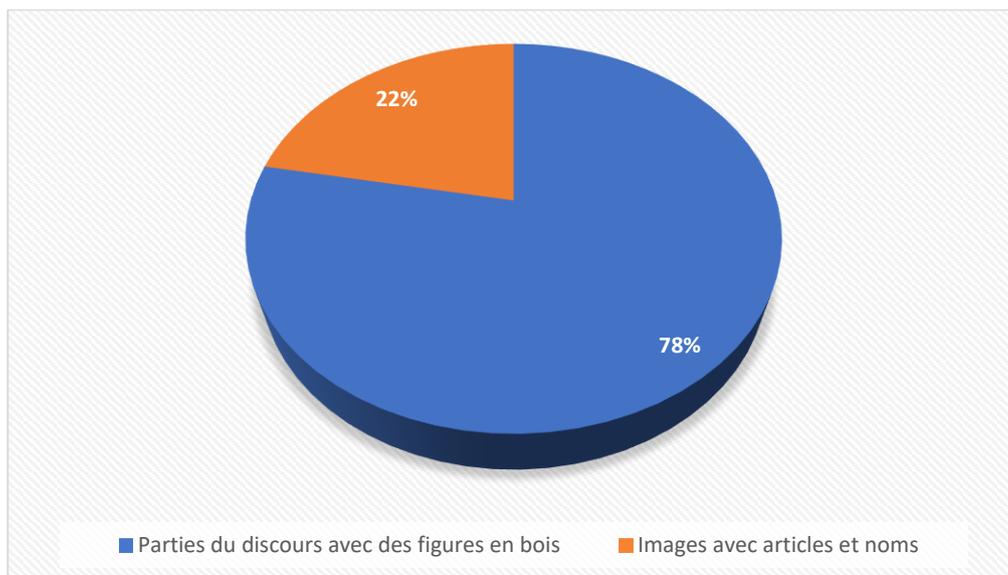
**Diagramme 2.** Intérêt des élèves pour les exercices d'écriture



**Diagramme 3.** Compréhensibilité des exercices pour les élèves de 1ère classe selon la méthode Montessori lors de l'apprentissage de nouveaux mots



**Diagramme 4.** Facilité à comprendre les exercices de la technique Montessori pour acquérir des compétences en lecture



**Diagramme 5.** Répartition de l'intérêt des élèves de première année dans les exercices d'apprentissage de la grammaire

Afin de suivre l'utilisation des exercices Montessori dans l'apprentissage de l'anglais des élèves de première classe, une liste de contrôle a été élaborée, comme le montre la figure 14.

La liste de contrôle pour les leçons d'anglais Montessori pour les élèves de première classe exige que les activités soient ombrées par les jours de la semaine. Cette liste de contrôle n'est qu'un exemple et l'enseignant peut prescrire les activités pour tous les jours de la semaine.

Les listes de contrôle pour l'application de la méthodologie Montessori aux cours d'anglais permettent de résoudre de nombreux problèmes:

- systématiser le processus d'apprentissage pour l'élève de première classe. La liste de contrôle décompose les travaux complexes en plusieurs parties et permet de s'assurer que les détails importants ne sont pas négligés;

- augmenter la productivité et éviter les erreurs. Le plan d'action est prêt, vous pouvez donc vous concentrer sur l'essentiel;

- réduire le besoin de supervision. L'enseignant peut suivre l'évolution du travail et corriger le processus à tout moment. Un algorithme clair facilite la vérification des tâches.

Dans le chapitre 2 il a été établi que la leçon Montessori est structurée en trois étapes:

- Étape 1 : Introduction (C'est...);
- Étape 2 : Association / Reconnaissance (Montrez-moi...);
- Étape 3 : Période 3 : Rappel (Qu'est-ce que c'est... ?).

Les exercices pour développer les compétences en anglais selon la méthode Montessori comprennent de nombreux matériels spéciaux et didactiques.

Ces matériels:

- orientés vers l'enfant;
- impliquent les sens;
- supposent le travail avec vos mains;
- divisent le processus en composantes;
- aident l'enfant à devenir indépendant;
- développent la capacité de concentration.

Les exercices suivants sur la méthode Montessori sont les plus intéressants et les plus compréhensibles selon les élèves de la première classe:

- apprendre l'alphabet à l'aide de bâtons en bois ;
- apprendre à écrire à l'aide d'un tableau de sable ;
- enrichir le vocabulaire avec l'exercice " fleurs à sept couleurs" ;
- exercice "arbre à feuilles" pour développer les compétences en lecture ;
- les parties du discours avec des figures en bois pour développer la grammaire.

Cette liste de contrôle vous permet de surveiller l'utilisation de la méthode Montessori dans les cours d'anglais en première année.

La méthode Montessori est une approche de l'éducation qui met l'accent sur l'individualité et l'indépendance dans l'apprentissage. La méthode Montessori est considérée comme un processus qui doit se dérouler selon le rythme individuel de développement de l'enfant. Grâce au matériel utilisé dans la méthode Montessori, l'accent est mis sur tous les aspects du développement plutôt que sur l'acquisition d'informations spécifiques.

## **Conclusion**

L'épanouissement et la réalisation de soi jouent un rôle important dans le développement personnel. Dans le concept de ces changements dans la pédagogie apparaît la pertinence des idées de l'humanisme, qui sont au cœur du système de Maria Montessori. L'essence principale de cette méthodologie est la création d'un environnement d'espace-objet où l'enfant d'âge préscolaire et primaire a la possibilité de s'activer librement. Les enfants sont guidés par l'enseignant, mais agissent de manière indépendante, selon leur propre choix, en fonction de leurs souhaits et de leurs capacités.

La philosophie de la pédagogie Montessori s'appuie sur les thèses suivantes :

1. Un enfant, dès sa naissance, est une personnalité unique;
2. Tous les enfants sont naturellement doués d'un désir de s'améliorer et d'un amour du travail;
3. Les parents et les éducateurs doivent simplement aider à libérer le potentiel de l'enfant, et non sculpter son caractère et ses capacités ;

4. Les enseignants et les parents doivent seulement guider correctement les activités indépendantes des enfants, sans leur enseigner quoi que ce soit.

Chaque aspect du travail authentique de la méthode Montessori repose sur un principe directeur qui sous-tend sa pratique. L'éducation ne peut avoir de sens que si elle prend d'abord en compte ce qu'est l'enfant et tient compte de ce processus profond de création humaine.

Selon les principes Montessori, l'enfant a besoin d'un environnement préparé par un adulte avec des outils spécifiquement conçus pour susciter l'intérêt et l'activité-réponse caractéristiques de son plan de développement.

La méthode Montessori décourage les mesures traditionnelles de réussite (notes, tests) comme une compétition négative qui nuit à la croissance intérieure des enfants (et des adultes). Le retour d'information et l'analyse qualitative des progrès d'un enfant existent, mais ils sont généralement fournis sous la forme d'une liste de compétences, d'activités et de moments critiques, et parfois d'une description des réalisations, des forces et des faiblesses de l'enfant, l'accent étant mis sur l'amélioration de ces faiblesses.

La méthode Montessori est une approche très pratique de l'apprentissage. Il encourage les enfants à développer leur sens de l'observation en réalisant de nombreuses activités. Ces activités comprennent l'utilisation des cinq sens, le mouvement cinétique, l'affinement de l'espace, la coordination de la motricité fine et globale et les connaissances concrètes qui mènent à l'abstraction ultérieure.

Les résultats suivants ont été obtenus au cours de l'étude

- Les aspects et caractéristiques de la méthodologie Montessori ont été analysés ;
- Les matériaux Montessori utilisés dans l'enseignement ont été étudiés ;
- Les avantages de la méthode Montessori ont été étudiés ;
- Les règles Montessori ont été données ;
- Les particularités psycho-physiologiques du développement des élèves de première année ont été identifiées ;
- Les étapes d'une leçon Montessori en cours d'anglais ont été définies :
  - 1) 1 étape - introduction du sujet ;
  - 2) 2 étape - reconnaissance du sujet ;
  - 2) 3 étape - rétroaction ;
- Les techniques Montessori pour l'apprentissage de l'alphabet, l'enrichissement du vocabulaire, l'apprentissage de la lecture et de l'écriture, l'apprentissage de la grammaire et de la phonétique sont décrites ;

- Les façons dont le matériel Montessori peut être utilisé dans les cours d'anglais sont décrites en détail ;

- Une liste de contrôle pour les leçons utilisant la méthodologie Montessori a été élaborée.

La méthode d'enseignement Montessori repose sur plusieurs principes de base:

- Le respect de l'enfant - En effet, le respect de l'enfant est le premier principe, le principe majeur de toute la méthode Montessori. Montessori croyait fermement que les enfants devaient aussi être respectés. L'approche Montessori permet aux enfants de choisir, ce qui les prépare à devenir des apprenants indépendants. Le respect est montré aux enfants en n'interrompant pas leur concentration. Le respect se manifeste également en donnant aux élèves la liberté de faire des choix, de faire des choses pour eux-mêmes et d'apprendre par eux-mêmes. Les enseignants sont un modèle de respect pour tous les élèves, ainsi que de résolution pacifique des conflits. Ils doivent apprendre à observer sans porter de jugement

- Un esprit absorbant - les enfants apprennent constamment dans le processus intégral de leur vie quotidienne. Ce que l'enfant apprend dépend largement des types d'informations et d'expériences qui croisent son chemin. Les classes Montessori permettent une exploration et un apprentissage libres dans des périodes de temps continues afin de tirer le meilleur parti de leurs expériences d'apprentissage. La pédagogie Montessori aide les enfants à apprendre constamment du monde qui les entoure simplement en vivant. Par leurs sens, les enfants absorbent constamment les informations de leur monde. Ils en ont alors un sens parce qu'ils sont des êtres pensants;

- Périodes sensibles - les enfants arrivent à maturité pour apprendre différents types de compétences à des moments précis de leur développement. Les périodes sensibles et ne durent que le temps nécessaire à l'enfant pour acquérir les compétences. L'ordre dans lequel se produisent les périodes sensibles. Une période sensible pour l'écriture, ainsi que le moment de la période varient pour chaque enfant. Grâce à l'observation, les enseignants Montessori doivent identifier les périodes sensibles chez leurs élèves. Et de fournir les ressources pour que les enfants s'épanouissent pendant cette période précise;

- L'environnement préparé. Le principal facteur qui distingue les salles de classe Montessori est leur organisation physique. Montessori pensait que les salles de classe devaient être remplies de matériel pédagogique facilement accessible et bien organisé. L'environnement doit être esthétiquement plaisant et ne comporter que ce que l'enseignant souhaite faire vivre à l'enfant. L'environnement doit contenir des matériaux avec lesquels des enfants d'âges, de caractéristiques et d'intérêts différents peuvent s'engager. Donc, les enseignants doivent préparer l'environnement d'apprentissage en mettant les matériels et les expériences à la disposition des enfants de manière ordonnée et indépendante.

- Auto-éducation - l'auto-éducation, est le concept selon lequel les enfants sont capables de s'éduquer eux-mêmes. C'est l'une des croyances les plus importantes de la méthode Montessori. Les enseignants Montessori fournissent l'environnement, l'inspiration, les conseils et l'encouragement aux enfants pour qu'ils s'éduquent. Les enfants apprennent souvent dans des groupes d'âge mixte, ce qui leur permet de s'entraider dans le processus d'apprentissage.

Les leçons Montessori conçues scientifiquement donnent aux enseignants une base pour dispenser des leçons de qualité qui les aident à comprendre le développement des enfants dans leur classe. Ces leçons sont soigneusement planifiées et réfléchies.

La méthodologie d'enseignement Montessori dans les leçons d'anglais se concentre sur le développement global de l'enfant et permet à l'enfant de diriger ce développement. L'environnement Montessori, soigneusement planifié et préparé en fonction des besoins de l'enfant, offre un cadre très motivant pour l'apprentissage de l'anglais.

L'utilisation d'éléments du système pédagogique Montessori dans le travail avec les élèves de première classe confirme que l'enfant possède un énorme pouvoir créatif et un potentiel d'apprentissage, car un développement spirituel inconscient s'opère en lui. L'enfant ne crée pas avec un effort de volonté, comme le font les adultes, mais plutôt de manière naturelle.

La situation actuelle de l'éducation montre que le temps n'a aucun pouvoir sur les idées qui sont basées sur les besoins réels de l'enfant réel. C'est l'une des principales raisons de l'efficacité du système pédagogique Montessori.

Ainsi, le système pédagogique de M. Montessori, qui vise le développement global de l'enfant, montre son potentiel créatif également dans l'enseignement des langues étrangères aux élèves de première classe. Cela se révèle dans la capacité des élèves de 1ère classe à apprendre du vocabulaire, de la grammaire élémentaire, à articuler de nouveaux sons, à améliorer les compétences communicatives et à construire sur cette base une communication en langue étrangère. L'introduction d'éléments du système Montessori dans le travail avec les élèves de première classe peut, d'une part, répondre aux besoins de la société moderne en matière d'apprentissage précoce des langues étrangères et, d'autre part, stimuler le développement global de l'enfant grâce à une langue étrangère.

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## CHAPTER III. COMMUNICATIVE COMPETENCE IN INCLUSIVE EDUCATION

### CREATING AN INCLUSIVE LEARNING EXPERIENCE FOR ENGLISH LEARNERS WITH SPECIFIC NEEDS

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#### ABSTRACT

*The article considers the issues of teaching English to students with visual impairment. The significance of the research is to ensure the general cultural, personal and cognitive development of students with visual impairment, arming with such an important skill as the ability to learn. Social adaptation of young people with special educational needs is more successful if they speak a foreign language, especially English, since English is an international language. The language is simply necessary with the development of Internet technologies and social networks. Students communicate more confidently using online translators and software, feeling themselves like full-fledged participants in modern life. The aim of the work is to ensure the special educational needs of students with visual impairment when teaching a foreign language in the context of inclusive education.*

*The subject of the study: the process of teaching a foreign language to students of a higher educational institution with visual impairment in an inclusive education.*

*Research hypothesis: the work in English lessons in the conditions of inclusive education will be most effective in providing special educational needs of students of a higher educational institution with visual impairment, creating a corrective and developing educational environment, using the knowledge about the psychological, pedagogical and physiological age characteristics of students and fulfilling tifold pedagogic requirements by the teachers.*

**Keywords:** special educational needs, visual impairment, inclusive approach, interactive interaction, social adaptation.

#### INTRODUCTION

The changes taking place today in the global educational space in general, and in the Republic of Kazakhstan in particular, set the task of finding new ways to develop professional and creative potential. Only those teachers who are ready to change themselves and change their views and methods of work, ready to learn and teach in a new way will be competitive in the modern educational realities. "To become a developed competitive state, we must become a highly educated nation", the First President of our Republic Nursultan Nazarbayev noted in the Strategy 2050 (N. Nazarbayev, 2014).

However, it is harder for young people with special educational needs to do so. To be competitive for them is not just to compete with others, but, above all, to overcome themselves, their fears of a big world that often seems like a stranger to them. In Kazakhstan, as well as around the world, there is an increase in the number of disabled people, including among young people, which is an indicator of the deterioration of health of the population. This fact is of concern to the whole

society. It is known that it is the health of young people that determines the reproductive potential of the nation and is a factor in national security, is of great social importance. Therefore, disability of young people is a more severe phenomenon than disability of adults (Bilyalova Z.A., 2009).

One of the most important features of our time is the huge amounts of information that a person has to absorb and process. Considering that 90% of the information enters the human brain through a visual analyzer, it is easy to imagine how much stress the human eye has to experience.

The analysis of the state of vision of the Earth's population is currently alarming for many ophthalmologists in different countries due to the increasing number of young people susceptible to eye diseases. Young people, along with other diseases are threatened by vision loss according to the world health organization.

It is well known that by means of creating the conditions for teaching young people with special educational needs for vision, an educational institution solves an important task - to preserve the existing vision and give the necessary knowledge. This balance is maintained by each teacher. The work of a foreign language teacher is not an exception.

In accordance with the State Program for the Development of Education the inclusive education has been gradually introduced in our country since 2011. The strategic development plan of the Republic of Kazakhstan until 2025, according to paragraph 1.1 "Ensuring the accessibility and inclusivity of education" implies the achievement of the following goals: 1. Providing psychological and pedagogical support for inclusive education, creation of special rooms for psychological and pedagogical support, development of curricula for secondary, technical and professional, post-secondary education for demanded working qualifications and improvement of qualifications of teachers. 2. The work to ensure access to all levels of education for people with special educational needs is held, an increased funding standard is provided within the framework of per capita financing and the state order for their training has been increased Strategic Development Plan of the Republic of Kazakhstan until 2025 (Decree of the President of the Republic of Kazakhstan dated February 15, 2018, No. 636) (2018).

Thus, in the modern educational practice of teaching students with visual impairment the following contradictions were revealed:

- between the increase in the number of students with special educational needs in educational institutions and the lack of an educational environment that ensures their joint education with ordinary students;
- between the introduction of an inclusive approach to education and the insufficient development of the conditions for its implementation;

• between the need for special training of teachers to work with students with visual impairment in an educational institution and an insufficient number of vocational retraining and advanced training programs for teachers in this direction. These contradictions actualize the problem of research which consists in the insufficient development of the theoretical and pedagogical foundations for the implementation of an inclusive approach in teaching students with visual impairment and special conditions for their training in an educational institution in a foreign language.

The purpose of the article is to consider ways to ensure the special educational needs of students with visual impairment in teaching a foreign language in the context of inclusive education.

Based on the goal, a number of tasks can be distinguished:

1. Reveal the essence of the concept of "inclusive education."
2. Study the specifics of teaching a foreign language to students with visual impairment
3. Identify ways to meet the special educational needs of students with visual impairment in teaching a foreign language.
4. Analyze the features of learning a foreign language of students with visual impairment in the process of learning a foreign language in an inclusive education.

The work in English classes in conditions of inclusive education will be the most effective in ensuring the special educational needs of students with visual impairment, in creating a corrective and developing educational environment, and using knowledge about the psychological and pedagogical characteristics of students by teachers.

## **METHODOLOGY**

Inclusive education recognizes the fact that all children are different, and the educational system must adapt to the individual needs of all students... inclusivity does not mean... striving to make everyone the same. Its key component is flexibility, the recognition that children are taught at different rates, and teachers need specialized skills to maintain the flexibility of the learning process. In most cases, students simply need good, understandable, affordable teaching. It involves the use of various methods that correspond to the individual needs, abilities and development characteristics of the student. The corrective orientation of English lessons is of great importance for students with visual impairment. The lessons are used to correct and compensate for the shortcomings of the cognitive and emotional-personal sphere of students through the means of the studied program material. The tasks of correction carried out in the process of learning a foreign language include the following: the formation of contextual speech, teaching verbal analysis of sentences, conscious mastery of grammatical material. The correction of memory development can be aimed at the formation of a common thought activity - the setting of specific memory tasks, the formation of the skill of

productive accumulation of information. Correction of attention development is associated with the skill of controlling their activities. The improvement of cognitive skills and skills takes place in classes in the conditions of dialogue of cultures and is carried out in the process of educational and gaming activities.

When teaching students with visual impairments to English as a foreign language, the substantive side of the subject remains unchanged, but there are certain features of working with visually impaired students, which must be taken into account and a number of methodological recommendations, taking into account the specifics of the teacher's work with students with visual impairment, as well as an up-to-date list of Internet resources available to students with visual impairment through the system of additional screen settings for the visually impaired (color, magnification) and audio dubbing.

When working with visually impaired students in English classes we use the following special techniques. The first group includes techniques that ensure the availability of educational information for students with visual impairment:

- Acceptance of reducing the complexity and detail of the training material. Unification of drawing aids (highlighting the main characteristic features of the subject under study).

When working on the topic "Environment," students get acquainted with lexical units denoting environmental phenomena, the teacher in individual pictures distinguishes more clearly forest, river, mountains, etc. on the general plan of nature. This facilitates the process of orienting in space and memorizing new vocabulary for visually impaired students.

- The technique of increasing the color saturation of images, in which for visually impaired students the picture is made brighter.

- Taking an increase in the contrast of the image of the studied objects also helps to relieve the stress on the eyes.

- Acceptance of "polymodality" of visual material, giving the possibility of polysensory perception. For example, when working on the topic "Purchases" visually impaired students are shown what the product looks like in the picture, they are allowed to touch it, i.e. the teacher uses all saved analyzers.

To work with students with poor vision, you can use tactile clarity, which includes the choice of a certain shape and size of objects. It is necessary to remember about the accuracy of transmitting the shape of the object, since it is the form that gives information about the features of the object through touch. From this comes the interdependence of the form of the subject and the information transmitted. The exact transfer of the structure of the object, the ratio and proportion of its components is also important.

The second group of techniques includes the following special techniques for organizing training:

- Use of a handout didactic material in which the material from the board is duplicated on the desk of students with complex visual pathology, or use cards with a ready-made basis for performing exercises (for example, filling in tables, punched cards, etc.). This frees students from rewriting, reduces visual load and promotes vision protection.

- The technique of creating the optimal scale of image submission, in which increased visual aids with a clear image and high contrast are produced to work with visually impaired students:

- Receiving a phased (sequential) examination of the studied objects or their images.
- Accepting algorithmization of student activities.

For example, schemes can be used to compile a descriptive story. These schemes, in hand-drawn form, present the student with a speech plan of a story about a subject. Reference image hints are given in each cell of the diagram. The first cell of the scheme is a question mark: the student calls the subject, in the second cell generalizing concepts are indicated, then parts of the subject, its external characteristics are considered.

Breaking the training material into separate parts, nodes, fragments. For example, when working with text, in order to facilitate understanding and remembering the read material, you should give small parts of the text, and then read the entire story. Parts of the text can be given on separate cards of different colors to facilitate orientation, while giving the following instructions: "Read not the first paragraph, but red, find adjectives in the yellow paragraph, etc." In the next lesson, students can be invited to work with the same text, where they will need to restore the text in parts.

Techniques for alternating and combining visual, auditory, written and oral work. In lessons, where children with visual dysfunction are engaged, it is imperative to alternate work near and far (i.e. work on the desk and from the board).

Conducting visual, auditory, artculoskeletal and other types of gymnastics to relieve general and visual overwork. The physical exercises include elements of visual gymnastics, which can be presented in three stages.

One of the important special techniques is standard techniques. Logical methods of processing educational information (establishing analogy by samples; specification in the formation of concepts; mappings; comparisons; generalization, classification, etc.).

Techniques for using technical means, special devices and equipment are also important when working with students with low vision.

- use of tiftotechnical means (lenses, magnifiers, background screens);
- the use of auxiliary equipment and TCOs (rulers, frames, enlarger, tape recorders, lingaphones, projector, TV, DVD players, interactive boards).

One of the most interesting methods of working with visually impaired students is the method of working with text material. Textbook text material is translated into audio and digital format. Texts, exercises and other materials are recorded on the voice recorder repeatedly in a certain sequence with pauses for repetition and parallel translation. First, phonetic difficulties are removed by working on pronunciation in five stages. At the first stage, all words that need to be worked out in word-pause-translation format are written. The task of the student is to repeat the words behind the announcer. At the next stage, the student also listens to the recording and translates the words during the pause. At the third stage, a task is added - to pronounce words in English. At the fourth stage, these same words are read slowly. At the end, the student prints words on the computer. As a result, audio lessons on a certain topic are gradually developing.

Next, the text is memorized. First, the text is read by sentence and each sentence is translated. The text is then broken down into seven sentences. Each sentence is read five times with pauses in which the student repeats the same sentence. After that, the read part of the text is read again without pauses. Thus, all parts of the text are worked out. At the end of this, the text is read entirely and without pauses. At the last stage, the Russian translation of the text on sentences with pauses is read, during which the student gives the English equivalent of the read sentence (Cárdenas, J.; Inga, E., 2021).

Practice has shown that compared to ordinary students, visually impaired students memorize material by ear much faster. Therefore, it is important to correct errors in a timely manner, if any. Despite the fact that this technique is new and is being used for the first time, it has already proven itself to be quite effective and yielding positive results in training.

Listening is perhaps the most important language skill for visually impaired students. The main feature of the work on the development of the listening skill will be its exceptional importance not only for communication, but also for the orientation of students with poor vision. When listening to the text, it is necessary to pay attention not only to the substantive side of speech (what they say), but also to the characteristics of the speakers (who says), the relationship between them, to learn to correctly assess the situation of communication.

Of particular value in this regard are audiotexts, which have background sounds that act as illustrations and allow you to draw conclusions about the place and/or time of conversation, the actions and emotions of the characters, etc. It is necessary to specifically pay the attention of students to these sounds so that they learn to independently recognize them and draw appropriate conclusions. This skill is unusually important in the daily life of children who do not have visual information and non-verbal means of communication. To do this, you should prepare additional questions for the text

you are listening to, including for the first listen (Who speaks? Where are they? Why do we hear such a sound that happens? How did you guess?).

Before conducting an audit task, students should be given time to: familiarize themselves with statements and choices, write question numbers in the answer sheet. Then the guys listen to the recording once, and time is given to record the answers, after which the recording is repeated, and the students complete the task. If the test contains more than 10 questions, then you need to add a third listen and an additional period of time to record answers.

Reading content from the screen is also one of the most popular tools when working with visually impaired students. JAWS (Job Access with Speech) is widely used in this direction. It is designed for users of personal computers with low vision. In addition, students can use pre-installed (free) screen access programs on computers, smartphones and tablets (TalkBack is used on the Android platform, VoiceOver is used on the Mac OS and iOS platform). These programs voice the text shown on the screen, which helps the student to independently navigate the Internet pages of various training resources.

In order for the visually impaired student to keep up with his classmates, we recommend offering him a number of Internet resources for additional self-study of the material at home. In order for the visually impaired student to keep up with his classmates, we recommend offering him a number of Internet resources for additional self-study of the material at home.

Presenting new material on an interactive whiteboard is a visual aid accompanied by sound and video effects. Competent and accurate use of technical means (pointers) can help in the development of not only logical and creative thinking, but also motor skills and coordination of children. This will allow them to go back, see where mistakes were made, analyze their work, draw conclusions and assess their actions.

The use of an interactive whiteboard when working with exiled students can be useful and exciting for them, since work is carried out with visual material and using technology, which students cannot do without at the present time. At the same time, the teacher has the opportunity to use electronic versions of textbooks, adapt visual aids to the needs of students, focus on individual details, present educational material on various topics, and view video materials. With its help, you can easily enlarge and show or draw diagrams, tables, conduct a conversation on various issues in a playful form, compile tasks or model material yourself. There is an opportunity to work with diversity forms of presentation of information, which make the interactive board not only convenient, but also useful, a means of training, facilitated by an ophthalmopathologist.

This, in combination with traditional forms, methods of teaching, allows you to significantly increase the informativeness and effectiveness of the lesson.

The importance of using an interactive whiteboard lies in the fact that it allows the following correction techniques to be used in training:

- select objects with a color that contrasts with the rest of the illustration, which helps to achieve the highest clarity of perception;
- create records and markups on the displayed illustrations or parts of text;
- moving objects to a convenient place throughout illustrations or text;
- using multiple types of materials at the same time as: text, illustrations, audio recording, video recording;
- removal of elements that are difficult to perceive children;
- scanning and enlargement of materials from textbooks, books, magazines, or websites;
- using an interactive whiteboard as a regular whiteboard, but at the same time retaining the ability to print the final product and save it for students who were not in the lesson for any of several reasons;
- change, erase with eraser, correct errors in texts displayed on the screen, use virtual keyboard, "magic" pen, which are configured in board software;
- creation of diagrams and tables without using computer means such as a mouse or keyboard, which is significant saves time.

The versatility of the interactive whiteboard is obvious, as is its usefulness in working with material in classes.

Also, among the effective means when introducing and fixing new vocabulary and grammatical realities, flash cards can also be useful.

These are special cards of a size convenient for a child, the pictures depicted on them, words and their translation, formulas, transcriptions and examples of use. They must necessarily meet the previously described requirements for printed visual material, this is very important, as it affects the perception of pictures and words. On the cards themselves, on the one hand, there may be a word in the most foreign language, and on the other, a translation or picture so that the student guesses about the meaning of the image. They can be made of dense material and are preferably laminated for a longer period of use, since students will twist them in their hands, carry them around the table or lie idle with excessive pressure on paper.

The use of such cards is effective for remembering a word and its lexical meaning, in the presence of transcription - fast reproduction, and, of course, the transition of words from passive to active vocabulary. When learning a foreign language, a student tries to recall the meaning of a word written on a flash card. If he remembers it, then the card is transferred to the following group. If not,

then the card is returned to the first group. Each next group is repeated through an increasing interval. Thus, students can associate words with illustrations that they see with an overword or expression. Effective study and phrase Effective study of phrasal verbs in this way. It is also possible to work in pairs or groups when students interview each other.

When teaching students with visual impairments to the English language, the content and volume of the subject do not change, but there is a specific of the methods of work that must be considered:

1) the introduction of new lexical material should be based on subject, descriptive and audio visibility to expand students' ideas about the world around them and enrich their sensory experience;

2) grammar tables, diagrams and graphs printed in braille create unnecessary difficulties in the perception and comprehension of the material, work with such tables and diagrams can be replaced with a verbal description, work with samples and analysis of sentences;

3) when teaching the letter in English, it is necessary to modify or completely exclude the standard tasks: "fill in the omissions," "fill in the table," "solve the crossword puzzle" and "describe the picture" due to the technical complexity of the implementation.

As practice has shown, at present, most visually impaired student users prefer touch-sensitive mobile devices.

When organizing a teacher-student, student-student interaction, you need to understand that successful education must be continuous. To date, continuity of learning for children with special educational needs is one of the most pressing issues. It is typically caused by comorbidities, immunocompromised conditions, planned vision restoration surgeries, or screening.

One of the rational exits for visually impaired students is to be always in touch with the teacher, regardless of location and state of health. Today, there are a large number of services and applications for organizing conference calls, both individual and group, and many of them are available to visually impaired users.

The most accessible means of interactive interaction that we often use in our practice are: student- teacher, student- teacher, student - student.

WhatsAppMessenger and TelegramMessenger are mobile applications for instant messaging, both text and voice, as well as organizing video and audio calls. The service allows you to send media files, create group chats. The convenience lies in the fact that the application is installed on a mobile device with support for a SIM card and the user can always be in touch. Contact binding is carried out by cellular number. The program is well adapted to the TeamTalk narrator and is very popular among the visually impaired users. In dialog mode with students, you can answer questions, send

tasks to a group chat, share links to additional literature and interactive educational resources on the Internet.

Zoom Video Communications is a service for video conferencing and online meetings. Any user who has created an account can arrange an appointment. The free account allows you to hold a video conference for up to 40 minutes.

The program is great for individual and group classes, students can enter both from a computer and from a mobile device (phone, tablet). Connection to the conference is made by a link or key (conference ID) that is generated on the computer of the conference administrator. The event can be scheduled in advance, as well as a repeating link, that is, for a constant lesson at a certain time, you can make the same link to enter.

Useful functions of the program include showing the screen with the ability to transfer control of the mouse and keyboard to the student. During a web conference, a participant requests control from someone who demonstrates their screen. The demonstrator pops up a confirmation request. If confirmed, both can work with the mouse and keyboard, the demonstrator has priority. Among other things, it is possible to record a conference, which is very convenient for those who could not attend. The recording can be uploaded to the cloud or to the YouTube video hosting service, after which a link to it was sent to the addressee. Zoom is currently growing in popularity in business and education. For users with visual impairment, there are accessibility settings (font scaling), as well as the assignment of "hot" keyboard shortcuts, which allows you to access application functions in a minimum number of operations.

When using all the above methods of work, it is necessary to take into account the psychophysiological characteristics of students with poor vision and adhere to the following methodological principles:

1. Ensuring student mobility.
2. Frequent activity change.
3. Immersion in the language environment.
4. Multiple listening of input structures.
5. Continuity and constant repetition of material.
6. The general development of the student through the English language, the disclosure of his creative abilities.

Working in English lessons in an inclusive education environment will be most effective in providing special educational needs of students with visual impairment, creating a corrective and developing educational environment, and using knowledge about the psychological, pedagogical and physiological characteristics of students by teachers.

## **DISCUSSIONS AND RESULTS**

Having analyzed all the above materials, we came to the conclusion that weak sighted students have the potential for successful learning and a prosperous life. A person with developed skills will feel that he is competitive, he will consider himself more complete and accordingly will become happier (Kolyvanova L.A., 2013).

The main purpose of teaching a foreign language to the weak sighted students at a higher educational institution is the practical application of the foreign language "as a means of professional communication, information activities and further self-education" (Mezentseva N.L, Olennikova S. S., 2018). The English lesson should become personality-oriented, focused on creating conditions to reveal personality of the student.

The means of achieving this goal at the English lessons is:

- the use of various forms and methods of organizing educational activities that allow to reveal the subjective experience of students;
- creating an atmosphere of interest for each student;
- stimulating students to make statements,
- using various ways of completing tasks without fear of making mistakes, encouragement and other positively directed communicative influences;
- the use of material in the lesson that allows the student to show his subjective experience;
- assessment of the student's activity not only by the result (right or wrong), but also by the process of achieving it;
- encouraging the student's desire to find his own way of solving the problem, analyze it from others;
- creating pedagogical situations in the classroom that allow each student to show initiative, independence, creating an environment for student's natural self-expression.

If the study is organized by the teacher through a dialogue and cooperation with the student at the English lesson, the student as the subject of the teaching, reveals his personality during the lesson, and the teacher improves his qualifications and skills.

The teacher is constantly under the condition when it is necessary to organize the learning process based on individual or individually differentiated approaches. This applies to the selection of both interactive tools for organizing the workplace of a visually impaired student and the main types of interactive methods and teaching tools. Because what is perfect for a student with residual vision is frequently not at all suitable for a student with a profound visual impairment. In this regard, a proper arrangement of the above-mentioned interactive methods and tools is required in order to meet

the time frame of the lesson, providing a full volume of educational material at the same time. Students need teachers` support.

Unlike their group mates, students with profound visual impairment are partially limited in the possibilities of realizing their potential. Accordingly, for successful education, visually impaired students should be able to obtain, process and present the received information in a publicly accessible form on an equal basis with the rest of the class.

Accordingly, the work of the teacher is entirely focused on creating conditions for the successful adaptation of students in the society, the full realization of their intellectual and creative potential, the establishment of a barrier-free environment.

It should not be forgotten that the successful development of the curriculum by students with visual impairment in the modern educational space is based on an individually differentiated approach using interactive teaching methods and technologies, through which pedagogical impact on each student is achieved in the educational work with a team of students, taking into account his psychological and physiological characteristics.

Analyzing the issues related to working with visually impaired students at the English language lessons, we have come to the conclusion that it requires a special approach for this category of students in the organization of the educational process when teaching a foreign language at a higher educational establishment. It is important to keep in mind the difficulties that are expected to arise during the training.

Firstly, it is necessary to analyze and monitor the psychological state of students, as in the case of a thorough construction of the lesson and without considering individual medical limitations, there is a risk of the emergence or further development of abnormalities in the psyche. Overwork of the eye muscles should be avoided, which can also affect the effectiveness of students' work, since this is associated with excessive overstrain of the optic nerves. The corrective and preventive work is carried out for this purpose using various developed exercises that prevent the development of such deviations.

In the organization of the foreign language lesson, an individual form of work with each student becomes essential, as it is possible to learn about the difficulties in conversations with them that they face when studying the subject and conduct proper processing of the material for assimilation, because each student has his own physical characteristics that need to be paid attention to when working with them. It is important to keep in mind the pedagogical requirements when presenting the theory. There should be a logical sequence in the explanations of the theoretical material, with the consolidation exercises of the studied topic. The comfortable atmosphere for development should be created for students with special educational needs in the terms of inclusive education at the foreign

language lessons at a higher educational institution, in which they will feel great confidence in their abilities and experience joy from each achievement. It will also help to find a common language with group mates and improve students' communication skills, which will positively affect the adaptation of students in the society and give them the opportunity to lead the same lifestyle as students without visual impairments.

Along with the positive aspects of teaching English to visually impaired students, there are also some difficulties. All existing English language programs are more based on visual perception. When studying vocabulary, students first study the spelling of a word, then its pronunciation, and then its use in the sentences. The students with profound visual impairment learn pronunciation immediately, so homophones are the main difficulty for them. The words that sound the same or very similar, but are spelled differently and have different meanings. For example: "read" and "rid", "bed" and "bad".

There is a complete lack of methodology for teaching foreign languages to the blind. This is such an understudied field of study that it is quite difficult to organize full-fledged research, and it is even more difficult to create a working teaching methodology. That is why most teachers teach based on their own experience, and not from known and proven teaching methods. Of course, there are developments of schools for the blind, but studies of their effectiveness have not simply been conducted.

The effectiveness of such a format is often not ideal, but in fact there is no other option. The teachers independently search for techniques and methods that allow the blind and visually impaired students to fully perceive the material and learn English.

The infrastructure of teaching students with poor eyesight to something is extremely poorly developed.

Most teachers simply do not have the technical tools that can simplify the learning process. When teaching visually impaired students, attention should be paid to the fact that the understanding of people with impaired vision is directed, more fixed and focused on one stimulus, more effective than a sighted person, but embarrassing a smaller number of objects. With the directed psychological and pedagogical influence, the purposeful development of the attention of the blind, it is possible to build their learning process very effectively. Memory and memorization are inseparably linked with the process of concentration of attention. Considering the features of the higher nervous activity of people with profound visual impairment, scientists note that among the features of the process of memorizing a particular material by blind and visually impaired students, one can note the lack of meaningfulness of the memorized material in the sense familiar to the sighted students (Litvak A.A., 1998).

In particular, there are difficulties that the blind and visually impaired experience in the process of performing such mental operations as analysis, synthesis, comparison, classification, etc.

However, it should be noted that, despite the insufficient level of development of the logical memory, the memorization of material that has semantic connections is more successful in children with impaired visual functions than material that is not connected by semantic relations. The difficulties are caused by those situations where the knowledge of visual sensations is necessary for these operations.

In addition, visually impaired students are weaker than those who can see properly, but there is an effect of the "law of the edge" according to which the beginning and end of the material are remembered better. That is why it is necessary to clearly define the boundaries, including applied materials. The visually impaired students remember the beginning of the material most productively, which is probably due to their increased fatigue. The large scale of individual fluctuations in the amount of memory, the speed of memorization, the ratio of mechanical and meaningful memorization is characteristic of the visually impaired students. Despite the presence of some specific features, the process of memorization of the visually impaired students is subject to the same patterns that occur normally. This is confirmed by an increase in the volume and speed of memorization with age, the predominance of semantic memorization over mechanical, better memorization of words that do not have semantic connections in primary school age (Susan Douglas, 2019).

Thus, it can be said that the psychological explanation for the slow development of the memorization process in the blind is evidently a lack of demonstrable-effective experience, increased fatigue, as well as imperfect methods of teaching children with visual impairments.

Insufficient volume and reduced speed of memorization in the blind and visually impaired are due not to the fact of vision itself, but there are deviations in mental development in comparison with sighted students. The early correction of the mental activity of the visually impaired students and an effective learning process are a sufficiently reliable prevention of such deviations. Thus, it can be said that the psychological explanation of the delayed development of the memorization process among the blind obviously lies in the lack of visual-effective experience, increased fatigue, as well as in the imperfection of teaching methods for children with visual impairments. The insufficient volume and reduced speed of memorization of the blind and visually impaired students are due not to the fact of vision itself, but to the deviations in mental development caused by it in comparison with the sighted students. In recent decades, human mental activity has become the subject of numerous observations and extensive experimental studies. Thinking, being the highest form of human cognitive activity, reflects the surrounding reality through a system of various signs (including language), and also establishes connections and relationships between objects and phenomena. The main strategies of

cognition of the surrounding world and the formation of its adequate image are the operations of thinking, such as comparison, analysis, synthesis, generalization and abstraction.

The stimulation of the outside world, influencing the human senses and creating problematic situations in one way or another are the first impulse to thinking. According to A.N. Zhdan, only at the initial stage of development thinking is most closely connected with sensory experience. Then it moves further and further away from direct sensory data, and not certain sensory images begin to play a predominant role in it, but the consciousness of various kinds of relationships, dependencies, conditional ties, causal and target connections, predispositions, tendencies. That is why, according to the scientist, the content of cognitive activity in people with visual impairment and sighted people is increasingly approaching. This may explain why adult visually impaired people achieve great success in life if they develop intellectually.

In the conditions of obtaining a qualification education, any category of students, including students with visual impairments have to master the educational program. The role of a foreign language in the socialization and development of blind and visually impaired children does not lose its significance and in fact increases in connection with the possibility of implementing correctional tasks. However, despite the wide compensatory potential of the foreign language in the formation of academic and life competencies of students with visual impairments, a special teaching methodology has not become the subject of a special scientific analysis yet. The study of specifics and difficulties of assimilation, accumulation and reproduction of foreign speech of the students with visual impairments is very relevant from scientific and practical point of view.

The correction and compensation of the shortcomings of the cognitive and emotional-personal sphere of children by means of the studied program material is carried out at the lessons. The classes are based on the basic principles of corrective and developing education.

The tasks of correction carried out in the process of learning a foreign language include:

formation of contextual speech

teaching verbal analysis of sentences

conscious mastery of grammatical material.

The correction of memory development can be aimed at the formation of general mental activity - the formulation of specific tasks of memorization, the formation of the skill of productive accumulation of information. The correction of attention development is related to the skill of controlling one's activities. The improvement of cognitive skills and abilities occurs from lesson to lesson in the context of a dialogue of cultures and is carried out in the process of educational and gaming activities.

In addition to visual impairment students have deficiencies in the psychological development, confirmed by PMPC, violations in the organization of activities and behavior, chronic somatic diseases.

Unfavorable conditions of upbringing, mental and social deprivation have a great influence.

As a result: the pace of work is slow, arbitrary self-regulation is weak, working capacity is low, fatigue is high.

The frequent absences lessons due to illness combined with visual perception deficiencies, lead to the disintegration of already formed ideas on the topic under study in the vast majority of children with visual disabilities. In this regard, difficulties inevitably arise in the assimilation of the English language curriculum by visually impaired children, which can be overcome if:

- take into account the general patterns and specific features of the development of such children;
- take into account that the techniques and methods of educational, gaming and work activities have to be formed on a narrowed sensory basis;
- provide a differentiated approach to students;
- redistribute the training material, change the time frame of its passage;
- dose training loads;
- apply special forms and methods of teaching, original textbooks and visual aids, as well as optical devices that expand the cognitive capabilities of students.

Teaching the subject "English" for visually impaired students is carried out on the basis of personality-oriented, activity-oriented, differentiated, communicative approaches, information and communication technologies. The personality-oriented approach allows to provide and support the processes of self-knowledge, self-development, self-realization of the student's personality with visual impairments, the formation of his personality and is carried out at classroom, extracurricular activities and non-standard classes.

The activity approach develops the personality of the student using various methods and techniques in English lessons: staging specific situations, dialogue based on game, imitation and free communication in English.

The differentiated approach involves a comprehensive study of each student, identification of the causes, nature and severity of the violation, the time of its occurrence, features of mental and physical development, interests, inclinations, learning abilities and is based on the selection of multi-level tasks depending on the abilities and level of formation of speech skills and abilities.

The communicative approach is implemented through the use of role-playing games, the use of specially specified language means of active vocabulary and grammar is aimed at solving various communicative tasks in everyday situations.

The use of information and communication technologies in training allows to develop competence within the framework of cooperation, communication and exchange of information, which includes participation in Internet projects, online testing, correspondence by e-mail, using voice-over programs.

When teaching students with visual impairments to English, the content and scope of the subject do not change, but there are specific methods of work that need to be taken into account:

1) the introduction of new lexical material should be based on objective, descriptive and auditory visibility to prevent verbalism characteristic of visually impaired people, as well as to expand students' ideas about the world around them and enrich their sensory experience.;

2) grammatical tables, diagrams and graphs printed in braille, create unnecessary difficulties in the perception and comprehension of the material, work with such tables and diagrams can be replaced by a verbal description, work with samples and analysis of sentences;

3) when teaching writing in English, it is necessary to modify or completely eliminate the standard tasks: "fill in the gaps", "fill in the table", "solve the crossword puzzle" and "describe the picture" due to the technical complexity of the execution;

4) when working with dialogues the attention is paid to the elements of nonverbal communication that are inaccessible to the perception of a visually impaired student and in this regard the teacher specifically pronounces what gestures and facial expressions can be used in this dialogue: shake hands, wave goodbye, smile, nod, shrug.

In the correctional and developing work, a system of special visual aids and didactic material is used to correct and compensate for impaired functions. These are first of all textbooks with adapted color illustrations, workbooks with enlarged lines and cells, models of vegetables and fruits, stuffed animals, household items, models of objects, transport, buildings, audio-visual devices, interactive whiteboard.

The conditions of the visually impaired student being are radically different from the conditions of sighted students are staying in. Most modern English language teaching materials are focused on children who have a certain stock of background knowledge (background information). In particular, the sighted students generally know about the existence of various countries in the world that the peoples inhabiting these countries speak different languages, and can freely name at least a few of them. Some of them have already visited several countries and have an idea that English can be used as a means of communication for people of different nationalities. They constantly see inscriptions in

English around them: advertising posters, food packaging, inscriptions on clothes, school supplies, etc.

A blind person who is beginning to learn English most often has extremely vague ideas about the subject, does not understand the concepts of native and foreign languages, does not distinguish between the concepts of "country", "city", "mainland" and may not have a clear idea of the existence of any other languages besides Kazakh or Russian. He has hardly ever encountered inscriptions in foreign languages and most likely does not know that such inscriptions are around him. If he was traveling, then it was almost certainly a beach vacation or a trip to a sanatorium, where the child had no (or had very little) contact with representatives of other cultures. Extremely limited social circle and poor life experience, inaccessibility of the mass of visual information that sighted children literally absorb unconsciously, reduced cognitive activity lead to the fact that the stock of background knowledge and ideas of blind students by the beginning of a foreign language course at school is extremely small and cannot be used to form the motivation of children. Those concepts that are considered "self-evident" in the compulsory school, when working with blind children, may require special pronouncing and clarification.

## CONCLUSION

When writing the article, the goal was achieved and accompanying its objectives were solved. The main results include a systematic analysis of teaching methods and software tools, the joint use of which is aimed at forming an information and educational space within the subject "English" for students with visual impairment. Moreover, on the basis of a pedagogical experiment, the expediency of introducing a set of exercises for teaching visually impaired students into the educational process was presented. The content of the article is relevant and important.

The concrete conclusions can be drawn based on the results. Currently, there are significant changes in the Republic of Kazakhstan's national education policy. This is connected with the transition to the position of personality-oriented pedagogy. In this regard, one of the tasks of the modern education is to reveal the potential of all participants in the pedagogical process, providing them with opportunities to display creative abilities. The solution of these tasks is impossible without the implementation of the variability of educational processes. And the educational process itself is impossible without its main participants, students with special educational needs, whose development still causes controversy among pathologists around the world. This also applies to the selection of teaching methods and tools.

Looking at the current education system, at the present stage it aims at the comprehensive development of the personality of each student in accordance with the characteristics of his physical

and mental health, his capabilities and abilities, which directly depend on it. Speaking about this, it is impossible not to mention that the correctional orientation of the general education process, in this case, acquires a special social and pedagogical significance in the process of teaching students. Learning and work on all subjects in the higher establishment requires the teacher to develop new original techniques and methods of teaching students with visual impairment. The English language is not an exception to the subjects, it also follows contemporary trends which has marked in the society. However one should not forget about the difficulties that teachers who organize the educational process may face, as well as the students themselves involved in this process. It is impossible not to take into account the peculiarities of the organism of students with visual impairment, it is necessary to remember the limitations that prevent them from fully immersing themselves in the educational process, as it happens in an ordinary educational institution. The fact that teaching such a subject as English is different from all others, cannot prevent the effective assimilation of new material and the training of skills necessary for further language learning. The balance is important in the study of each aspect of the language, since the subject is studied as a whole, all the topics in it are connected and, starting from the basics, further assimilation will depend on what the student remembered and how during the first years of learning English. To form practical communication skills, you need a large vocabulary with knowledge of the construction of phrases and sentences.

The situation with the selection of educational, didactic materials is much more complicated. Therefore, the teachers are forced to seek and find independent ways to solve this problem.

However it has to be taken into account that all methodological and didactic materials for teaching students with visual impairment should be based on State mandatory standards, as well as Standard curricula. When developing tasks today, attention should be paid to their content component so that they can be used in inclusive educational organizations, which will fully reflect one of the main priorities of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020– 2025, namely "to equalize opportunities and reduce the gap in educational students' achievements efforts will be focused on the development of inclusive education"

Thus, all the contradictions indicated in the introduction were resolved. The main part fully shows the ways and means of overcoming the educational barrier by students with visual impairment.

In conclusion, it should be noted that productive work with visually impaired students in the classroom, aimed at their further integration into society, it is possible only with the integrated use of properly selected techniques and technologies, educational and methodological base, as well as the necessary software. Only in this way it is possible to achieve results that will contribute to the fullest involvement of students in the modern information environment, will become a driving force towards

a harmoniously developed society of our republic, based on tolerance, welfare and democracy, where everyone, regardless of their health status, will be able to take an active position in solving the further development of the Republic of Kazakhstan.

**Informed Consent Statement:** Informed consent was obtained from all the participants involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

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# DEVELOPMENT OF SKILLS OF NON-VERBAL WAYS OF COMMUNICATION, AS A WAY OF SOCIALIZATION OF STUDENTS WITH VISUAL IMPAIRMENT

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## ABSTRACT

*We often talk about the severity of social tensions. Visually impaired people are no exception, who are in dire need of material, psychological and legal assistance. But among us there are people with special educational needs, today we will talk about the problems of socialization of the visually impaired through non-verbal ways of communication. The general rights of persons with disabilities are articulated in the UN Declaration on the Rights of Persons with Disabilities. A law on persons with disabilities was also adopted in Kazakhstan: "On social and medical-pedagogical correctional support for children with disabilities" (2002) [1]. Violation of the visual analyzer in a child creates certain obstacles to his adaptation, both social and labor, thereby complicating the process of socialization [3]. Socialization (from the Latin socialis - social) is understood as the process of assimilation by a human individual of social experience, a certain system of knowledge and values.*

**Keywords:** non-verbal communication, socialization, mimic, pantomime, visual impairment, social adaptation

## INTRODUCTION

In our research, we, first of all, focus on solving the problems of younger schoolchildren, since in the process of socialization, the initial experience of a blind child associated with the period of admission to school, with the formation of basic mental functions and elementary forms of social behavior, becomes especially important. But to ensure socialization in the future, the joint purposeful work of teachers, educators, parents - in a word, everyone who is involved in the process of socialization of a child with visual impairment - is of fundamental importance (Kan-Kalik V. A., 1987).

Therefore, the subject of our scientific research was the features of the organization, methods and forms of work on the development and formation of non-verbal ways of communication in students with visual impairments, taking into account which, social adaptation will be as effective as possible and will be able to perform a compensatory and integrative function.

The object of our study is communication through non-verbal means, as a type of activity that is caused by the need for more effective training of schoolchildren with visual impairments in society.

That is, the purpose of this study is to substantiate that the problem of socialization and integration of a visually impaired person is not only a social problem, but also a psychological, pedagogical, personal, and its solution is largely determined by the person himself, who is able to come into contact with others, which affects the development and development of methods of non-verbal communication (Law of the Republic of Kazakhstan of 11.07.02).

We put forward the following hypothesis - the problem of socialization of students of special correctional institutions of III and IV types depends on the elimination of the causes that interfere with this process, since visual impairment provokes inadequate development of non-verbal means of communication, and also makes it difficult for the child to enter the social environment in which he lives and is formed as a person.

Therefore, in accordance with the set goal, the identified subject of research and the hypothesis put forward, we can formulate the following tasks of this study:

1. research of domestic and foreign experience of social rehabilitation and psychological correction of children with visual impairment, clarification of ways for their socialization and presumptive results that can be obtained with timely and correct intervention in the process of formation and development of his personality;

2. the formation of social and moral behavior of students with visual impairment, which ensures successful adaptation to new learning conditions (inability to communicate, communicative passivity, inability to build interpersonal relationships and the development of the need to overcome them, faith in success, awareness of the need for self-control;

3. Development and experimental verification of the effectiveness of measures for the socialization of students with visual impairment through the development of skills of non-verbal ways of communication.

Compensation is a biosocial phenomenon, therefore, in our work we determine both biological and social factors of compensatory adaptation of schoolchildren with visual impairments, which can be relied on when solving the problem of their socialization (Khvattsev M.E., 1983).

In the process of research, the following methods were used:

1. Method of scientific and theoretical analysis of the existing literature on general and defectological psychology and pedagogy, typhlotechnics.

2. Observation.

3. Comparison.

The means of communication are divided into two groups: non-verbal (non-verbal) and speech. Non-verbal communication, better known as the language of postures and gestures, includes all forms of self-expression of a person that do not rely on words. Psychologists believe that reading nonverbal signals is the most important condition for effective communication. In their opinion, about seventy percent of information a person perceives through the visual (visual) channel. Non-verbal signals allow you to understand the true feelings and thoughts of the interlocutor. The attitude towards the interlocutor is often formed under the influence of the first impression, and it, in turn, is the result of

the influence of non-verbal factors - gait, facial expression, look, manner of holding, style of clothing, etc. (Anan'ev B. G., 1980).

Nonverbal cues are especially valuable because they are spontaneous, unconscious.

Mimic and pantomime means of communication express primarily the emotional state of the child, are an informant addressed to others (mother, teacher) in the form of a gesture, crying, etc. They talk about the child's requirements for the people around him. This is their main function. Non-verbal means of communication are characterized, according to M. I. Lisina, by "ambiguity and amorphousness." Despite the fact that these means of communication arise at an early stage of a child's life, they retain their importance throughout a person's life.

Non-verbal means make it possible to penetrate into the inner world of the person with whom you communicate. With the help of words, factual information is transmitted, while non-verbal means of communication convey a person's attitude to information. Gestures, facial expressions, voice modulation and pauses in the most unexpected places allow the communication partner to learn more from the message than the verbal text itself carries.

Difficulties in mastering non-verbal means of communication lead to a lag in the development of emotions, complicate communicative activity, and therefore complicate the adaptation of students with visual impairments.

It is natural that children with visual impairments in many areas of non-verbal communication are significantly limited (Lisina M. I., 1986). They cannot fully imitate the facial expressions, gestures, posture of people who come into contact with them, especially sighted people. And this difficulty in imitation objectively causes the lag of children with visual impairments in the development of facial expressions and pantomime.

A child with visual impairments does not have a response that makes it possible to compare his facial expressions and posture, gesture with facial expressions, posture, gesture of surrounding people, correct them.

In children who are deprived of the possibility of visual, distant perception of the surrounding reality and are not trained in the methods of compensation, the ideas about facial expressions, gestures, pantomime are very inaccurate, vague, which greatly complicates the process of interpersonal communication.

The lack of non-verbal repertoire of visually impaired children can adversely affect their integration into the society of normally seeing children. The use of non-verbal means of communication in the classroom and in extracurricular activities will help students feel more liberated in communication. The isolation and limitation of the environment in which the child is located causes him not a desire, but a fear of communication, especially outside the family or a specialized

educational institution. Instead of the desire to contact adults and peers, as is typical for normally seeing children, a child with visual impairments has a desire to get away from contact, to withdraw, to isolate himself from other people, which affects the child's personality, sometimes leading to psycho-emotional isolation and separativity.

For a long time, the education of a child with visual impairment was organized in such a way that he fell from one closed educational institution to another. The isolation of the system of specialized education led to the fact that a child with visual impairment was excluded from many social ties, so natural for his normally seeing peer. Isolation, isolation, greenhouse atmosphere leads to the fact that in children with visual impairments personal development is distorted, traits such as egocentricity, monology in communication, inadequately underestimated or inflated self-esteem appear. Particular attention is paid to the development of one of the important for the adaptation of children with visual impairment among the sighted and the most difficult component of communicative activity - non-speech means of communication. The cause of many life problems is the inability of a person to properly organize his communication with people. In this regard, there is a need to form in the younger generation a socio-psychological readiness for joint activities, for interaction with each other. Typhlopsychology notes in visually impaired people changes in the sphere of external emotional manifestations associated with impaired visual functions. All expressive movements with weakened vision are weakened. Moreover, the degree of weakness depends on the time of occurrence and severity of the disorder of the visual analyzer.

Conclusion: visual impairment provokes inadequate development of non-verbal means of communication, affecting the volume and quality of communication, and also makes it difficult for the child and adolescent to enter the social environment in which he lives and is formed as a person.

In modern psychological and pedagogical literature, the following main means of communication are distinguished:

1. Facial expressions are the art of expressing one's thoughts, feelings, moods, states by moving the muscles of the face.
2. Pantomime is the movement of the body, arms, legs. It helps to highlight the main thing, draws an image.
3. Gesture – movement of the hand or other body movement, something expressing or accompanying speech.

Emotions are a heartfelt experience. Synonymous with the word feeling. Feelings - the ability to feel, experience, perceive external influences. A state in which a person is able to be aware, to perceive the environment.

A child with visual impairment communicates not only with his own kind, but also with normally seeing people. Inadequate behavior or facial expression of a visually impaired child can be perceived by others as a manifestation of ill-will, and sometimes aggression. The desire to communicate with normally seeing peers runs into a wall of misunderstanding. The fact is that a child with severe visual insufficiency is characterized by a "mask-shaped", immobile face. Primary school students have difficulty perceiving the internal state of the communication partner and cannot reproduce it.

The child's impaired vision does not allow him to adequately reproduce many gestures that help to communicate freely. And some gestures of children with visual impairments, instead of the understanding they expected, cause pity and disgust in others at best.

Children with visual impairments in the course of communication with inadequate gesticulation, which is normally designed to more accurately and more fully convey the attitude to the interlocutor; in these same children, gestures interfere with communication rather than help. Inadequate gestures are manifested both in communication with adults and children, and with animals. Children with visual impairments are not always able to take advantage of this type of communication. It is especially difficult for children to perceive and reproduce gestures that are not mastered by them in sensory experience.

A child with visual impairments does not have a response that makes it possible to compare his facial expressions and posture, gesture with facial expressions, posture, gesture of surrounding people, correct them.

Conclusion: thus, non-verbal means of communication of a child with visual impairments can and should be taught and taught purposefully, making maximum use of the sensitive period of his development. The work of a typhlopedagogue should be aimed at ensuring that children gradually learn that the nature of facial expressions and gestures is an indicator of attitude to those with whom they interact, communicate at the moment, that their manner of staying in the society of sighted depends on how correctly they will be understood by others. The main methods of teaching non-verbal methods of communication of students with visual impairments in the correctional lesson:

1. Monitoring includes the use of all saved analyzers.
2. Consideration of adapted drawings, illustrations.
3. Free thematic drawing with visually impaired children.
4. Exercises of imitative-performing and creative nature.
5. Etudes, theatrical activity and improvisation method.
6. Modeling and analysis of problem situations given by the typhlopedagogue.
7. Games with rules: story-role-playing, verbal, mobile, musical, sports.

8. Logorhythmics.
9. Use finger gymnastics as needed.
10. Reading of works of fiction for subsequent theatricalization.
11. Composition of stories, fables, poems and fairy tales.
12. Conversations, stories of the teacher and children using non-verbal means of communication.
13. Use of board didactic games of the relevant subject.
14. Use of games for the development of facial expressions and pantomime.

Visual impairment provokes inadequate development of non-verbal means of communication, affects the volume and quality of communication, and also makes it difficult for the child to enter the social environment in which he lives and is formed as a person.

Violation of communication leads to severe deviations in behavior, affects the intelligence of the child, the development of socially significant personality qualities.

The formation of non-verbal means of communication has a positive effect on the communicative capabilities of a child with visual impairments, to a certain extent liberates him, makes him a more mobile and pleasant person in communication.

## **METHODS**

The experience gained in this area by related sciences must be taken into account, if only because social work as a science in our country is very young, and it does not have such great developments in this direction. Therefore, in our research we will rely, first of all, on the results of research by scientists of these specialties.

Thus, although the psychological characteristics of the blind and some of the possibilities of their socialization are covered in the literature, but today for the integration of visually impaired people into society, they are little known, poorly studied, not sufficiently taken into account when working with this category of citizens. Therefore, the topic of this study was chosen the development of skills of non-verbal ways of communication, as one of the ways of socialization of schoolchildren with visual impairments.

The first attempts to give an interpretation of the mental activity of the blind belong to the French encyclopedist D. Diderot (E. S. Kuzmina, V. E. Semenova, 1987). The beginning of systematic training of the blind served as an impetus for the emergence of typhlopedagogy and at the same time became an objective prerequisite for the formation of typhlopsychology. The first attempts to study the psyche of the blind (the second half of the XIX century) were carried out by introspection.

At the same time, the first experiments on the study of sensations, representations, memory of G.I. Chelpanov (G. Litvak et al, 1991).

The doctrine of the complex structure of the defect of L.S. Vygotsky, the largest contribution to the formation of defectology in Russia. (Vygotsky L.S., 1991).

In the post-war period, M.I. Zemtsova made a significant contribution to the study of the psyche of the blind (Zemtsova M.I., 2010). In the work "Ways to compensate for blindness", she summarized all the material accumulated by this time, made a number of fundamentally important conclusions about the influence of blindness on mental development and the patterns of compensation for emerging deviations, showed the dialectics of the relationship between the two main factors of compensation: biological and social (Dobrovich A. B., 1987).

Among the scientists who dealt with this problem, it is impossible not to name such as A.G. Litvak (Litvak A.G., 1989), B.G. Ananiev (Anan'ev B. G., 1980) and others.

The central problem in typhology - the problem of socialization of students of special correctional institutions of III and IV types depends on the elimination of the causes that interfere with this process, on the identification of difficulties in including boys and girls with secondary education in an independent life in society - their socialization and integration.

In a number of studies in recent years, one of the reasons that typhologists did not pay attention to before has been identified is the violation of communication of children and adolescents with severe visual impairment with peers, family members, colleagues (V. 3. Deniskina, P. M. Zalyubovsky, A. M. Kondratov, A.G. Litvak, L.I. Plaksinina, L.I. Solntseva, B.A. Feoktissova). The range of vision of the environment by children and adults with severe visual impairments is wide and diverse, since the degree and nature of their impaired vision are not the same, which in different ways affects the speed, volume and quality of perception of the objective world.

Typhologists point out that many difficulties in communicating by non-verbal means depend on the environment in which the child grows up, and are associated with the content, methods and organization of educational work in the family and in correctional general educational institutions.

This experiment was conducted on the basis of KSU "Special Boarding School No. 1".

The statement on the need to study our problem is highlighted by the practical significance of this experiment.

Practical significance:

1. Theoretical characteristics of the study problem to identify the development of non-verbal ways of communication in students with visual impairments.

2. Analysis of the actual state of the phenomenon under study, which is the basis for the development of the formative stage of the study.

3. Adaptation to the cognitive, physical and visual capabilities of students with visual impairment of exercises, games and etudes and their introduction into the practice of work.

The scientific novelty of the study is as follows:

1. A diagnostic technique has been developed to characterize the level of formation of skills of non-verbal ways of communication of schoolchildren with visual impairments.

2. The necessity of using an individual and differential approach to activate the use of non-verbal means of communication in children of this category has been substantiated.

3. New data reflecting the psychological and pedagogical characteristics of children with visual impairment, indicating the difficulties of socialization of visually impaired people into society, have been obtained.

4. A program of step-by-step work on the development and formation of skills of non-verbal means of communication has been developed.

5. The effectiveness of the use of special methods to activate the skills of non-verbal methods of communication in children with visual impairment has been determined and scientifically substantiated.

The system of classes using the "Complex of corrective games and exercises" for children with impaired visual functions will more effectively solve the problem of correction and development of non-verbal ways of communication.

At the initial stage of the study, we took 10 students with visual impairments to determine the development of non-speech communication skills. For the diagnosis, an individual map of the examination of non-speech communication skills was used.

Recommendations for the use of the survey card:

1. The survey should be carried out 2 times a year (at the beginning and at the end of the school year).

2. The examination is carried out individually in an accessible, interesting form for the child.

3. During the examination, it is advisable to use material that is specially selected and unfamiliar to children.

4. After the survey, the map indicates the level of mastery of a particular skill and skill, which allows you to track the dynamics of their formation.

5. Based on the analysis of the results of the survey, a long-term work plan is drawn up, possible, most effective forms of teaching non-verbal communication skills for this child are outlined.

The results of the survey were recorded in a special form.

According to the level of formation of skills and abilities of non-verbal means of communication, students are divided into 3 groups:

- 0-10 points - low level,
- 11-25 points - intermediate level,
- 26 - 30 points - high level.

Individual examination card

**Table 1.** Skills of non-verbal ways of communication of schoolchildren with visual impairment in the subject "Development of facial expressions and pantomime"

№	C a d a n i	Quality of tasks			
		Express- Telno, reflected, independently	inexpressive ,verbal instr.	Only associated with the teacher	%
1	<u>Ability to reproduce mimic movements:</u> - Tranquility (1point) - Surprise (1 point) - Anger (1 point) - Feelings of shame (1 point)				
2	<u>Ability to determine the emotional state:</u> On other people (2 points) In story pictures (2 points)				
3	<u>Ability to reproduce sign movements:</u> - yes (1 ball) - None (1 point) - large (1 point) - Short(1 point)				
4	<u>Ability to determine the meaning of the gesture:</u> On other people (2 points) - In story pictures (2 points)				
5	<u>Ability to correctly apply elements of pantomime in practice:</u> - I tie my shoelaces (1 point) - use of iron (1 point) - Combing hair (1 point) - Pet a kitten (1 point) - carrying a heavy bag (1point) - Tiptoeing (1 point)				
6	<u>Ability to coordinate facial expressions, gesture, posture and intonation when reproducing an emotional state:</u> - Tranquility (1 point) - Surprise (1 point) - Anger (1 point) - feelings of shame (1 point)				
	Total: 30 points				

The study consisted of three parts:

1. the ascertaining part - the study of the level of formation of non-verbal means of communication (diagnostics at the beginning of the academic year);
2. training part - teaching subjects non-verbal means of communication;
3. Control part - the study of the level of formation of non-verbal means of communication after training (diagnostics at the end of the school year).

The main criteria of the study: the formation of facial expressions, gestures and pantomime (posture, gait, etc.)

After the diagnosis of students at the beginning of the school year, a system of teaching non-verbal means of communication according to the work program was applied using techniques and methods for the development of non-verbal communication in children with various visual impairments. At the end of the year, the diagnosis on the individual map of the survey of non-speech communication skills was duplicated (Zaorska M., 1991).

The group showed a higher level of formation of knowledge and skills on the use of non-speech methods of communication after the initial examination on an individual survey card. The average age of the group is 7-8 years. Emphasis was placed on children with visual acuity of no more than 0.02 with the same visual pathology. Some students had mild motor impairments, which made corrective work with them in this direction especially relevant.

Comparative analysis of the ascertaining and control stages after diagnostics on an individual examination card.

**Table 2.** The ascertaining and control stages analyses

Criteria	Beginning of the experiment (September 2021)	End of experiment (May 2022)
Development of facial expressions	30%	67%
Development of gestures	36%	79%
Development of pantomime	57%	88%

The ongoing corrective work on the perception and understanding and use of non-verbal means of communication in students with visual impairments will help prevent negative consequences and create favorable conditions for communication with normal-seeing people.

For a more complete diagnosis, 2 more techniques were used in the experiment. The first technique (recognition of facial expressions, gestures, postures in the picture). The technique is designed to study the recognition and understanding of non-verbal signals and consists of 12 drawings, 4 drawings depicting different facial expressions, 4 drawings depicting gestures and 4 drawings depicting pantomime (Deniskina V. Z., 1997).

The technique was applied individually. The subject was presented with cards in the correct position and according numbering.

Subtest of technique 1: Recognition of facial expressions, gestures and postures in the picture. (1 point for each correct test answer).

1. Determine by the facial expressions of the scheme of the face what feeling it means.
2. Name what the gesture depicted in the picture means.
3. What does the posture of the boy's action process mean?

Results of the experiment:

**Table 3.** Comparative analysis of the ascertaining and control stages after technique 1.

Criteria	Beginning of the experiment (September 2021)	End of experiment (May 2022)
Development of facial expressions	50%	77%
Development of gestures	46%	79%
Development of pantomime	56%	85%

The second technique. (depiction of facial expressions, gestures and pantomime movements by students).

The technique is designed to depict non-verbal signals and consists of 15 tasks, 5 tasks for the image of facial expressions, 5 tasks for the image of gestures and 5 tasks for the image of pantomime.

The technique was applied individually. The subject was given a verbal instruction from a typhlopedagogue to perform a task of a practical nature on the image of facial expressions, gestures and pantomime. Students must independently, without the help of a teacher, perform these tasks.

Subtest No2. Methodology 2.

1. Mimic emotions: anger, joy, surprise, disgust, joy.
2. Show gestures: great, yes, goodbye, I don't know, give.
3. Portray pantomime: cowardly hare, rocking a child, combing, pressing shoes hard, carrying heavy bags.

**Table 4.** Comparative analysis of the ascertaining and control stages after technique 2.

Criteria	Beginning of the experiment (September 2021)	End of experiment (May 2022)
Development of facial expressions	23%	37%
Development of gestures	43%	70%
Development of pantomime	27%	55%

From the analysis of the results, it should be noted that the experiment used gestures, both monosyllabic and polysyllabic, which are often used in communication.

#### Method of training experiment

From the set of methods available for the formation and development of gestures, postures and facial expressions, those that showed greater effectiveness in testing with visually impaired children were used.

The development of non-verbal means of communication in a child with normal vision occurs by imitation in the process of communicating with adults and peers. Children with visual impairments are severely limited or deprived of the opportunity to master non-verbal means of communication by visual imitation (Bobrova V. E., 1995). Therefore, the corrective work of a typhlopedagogue (educator, parents) on the formation of non-verbal means of communication is for them the main source of knowledge of the meaning and methods of communication with the help of expressive movements.

The system of non-verbal means of communication developed by mankind is very rich. In working with visually impaired children, primary attention should be paid to teaching those generally accepted external manifestations of emotions that would increase the mutual understanding of visually impaired people with normal-seeing people. In this regard, of particular importance is the development of the skill of overcoming motor automatism (stereotyped movements) in children with visual impairment, which the sighted often take as a sign of intellectual inferiority.

Expressive movements are composed of gestures, facial expressions and postures. They must first be worked out separately, which is provided for in the content of the program.

Learning a new movement begins with its implementation associated with the teacher, then the child performs movements behind the teacher (reflected), then according to verbal instructions, and then independently.

Fixing and practicing expressive movements of the face and body is advisable to carry out in sketches and in special correctional games.

All expressive movements performed by children should be combined with speech, i.e. combined with the corresponding words (Pashkov A.G., 1996).

The main stages of training are as follows:

1. development of muscles of the face, body;
2. familiarization with the main emotional states and ways of their expression through facial expressions, gestures, postures and complex expressive movements;
3. exercises and consolidation of expressive movements in etudes and game activities;

4. transfer of non-verbal methods of communication into independent communicative activity.

At the end of the school year, the same diagnostics were carried out to identify skills for the development of non-verbal methods of communication. Based on the results obtained, graphs were built on which the positive dynamics of the development of non-verbal methods of communication in the group is clearly traced.

Positively charged expressive movements are best remembered, as well as those gestures and signals that were involved in funny and very interesting situations.

Those subtests that caused difficulties after the training experiment were not only correctly executed, but also reproduced correctly.

It should also be noted that in all students of the group, the effectiveness of the formation and development of skills of non-verbal ways of communication has increased.

## **DISCUSSION AND RESULTS**

We came to the conclusion that the social status of people with visual deprivation (visually impaired people) depends not only and not so much on the socio-economic conditions of society, the state policy towards them, but also on the subjective, personal qualities of a person. At the final stage of our study, we come to the conclusion that children with visual impairments have a number of psychological and physiological characteristics that adversely affect all areas of their activities. But with timely and correct corrective work, the great compensatory opportunities for the development of the blind create certain prerequisites for the further development of all the basic functions of personality formation and, as a result, their inclusion in social life.

Thus, a comprehensive, systematic approach, involving the consideration of both external and internal factors affecting the personality of a blind student, allows to ensure positive changes in his development as a person, which is a necessary element of their subsequent social rehabilitation and adaptation in society. In the process of socialization, one should constantly take care of reducing the emotional and psychological stress caused by the defect and its consequences, remove his fear of communication with peers, adults, strengthen his ability to arbitrary actions and volitional efforts, give him confidence in his abilities and capabilities in learning, game activities, work. It is necessary to ensure that the child constantly follows the internal rule: "if I want, I can"; it is important to help the child become the master of his inner world, learn to manage his desires, be able to set goals aimed at transforming himself.

The feeling of inferiority that arises in them in connection with the lack of understanding of their problems prevents them from living, using the opportunities of human life, and children form qualities that do not allow them to interact effectively with the social environment.

As a result of the pilot study, it was revealed:

1. The development of non-verbal means of communication in a child occurs by imitation in the process of communicating with adults and peers.
2. The level of knowledge and use of non-verbal methods of communication of students with visual impairments facilitates entry into society.
3. The perception and use of expressive means in communicative activity depends on the level of development of cognitive activity and activity in general and visual perception in particular.

In visually impaired students, the limitation and incompleteness of visual perception have a negative effect on the recognition, accumulation and use of non-verbal means, which is confirmed by a lower level of their formation, especially mimic and pantomime. However, the existing potential in children with a visual defect allows them to master them and use them in their communicative activities. This requires special organized training, which was the training experiment in this study.

According to the results of testing before and after training in non-verbal means of communication of children with visual impairments, it is clear that with the help of training, the visually impaired begin to adapt better, and moreover, to use non-verbal signals in communication.

Visually impaired children need special correction and special formation of non-verbal means of communication. As the study showed, this work should begin as early as possible and be carried out systematically. In addition, one teacher who deals with non-verbal means of communication with children is not able to monitor the implementation of certain sign actions of students outside of remedial classes. The main thing here is that the skills acquired in remedial classes are fixed to automatism during lessons and in extracurricular activities, which is necessary for the independent life of a graduate after graduation. In this situation, the role of the entire teaching staff is of invaluable importance.

Summarizing the above, it can be argued that children with profound visual impairments need special correction and special formation of non-verbal means of communication. Moreover, this work should begin as early as possible and be carried out systematically.

The results of this study confirmed the hypothesis.

**Informed Consent Statement:** Informed consent was obtained from all the participants involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

**Conflict of interests:** The authors declare no conflict of interest.

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# BILDUNG DER FREMDSPRACHLICHER KOMMUNIKATIONSKOMPETENZ VON SCHÜLERN MIT AUFMERKSAMKEITSMANGEL-HYPERAKTIVITÄTSSTÖRUNG IM DEUTSCHUNTERRICHT

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## Anmerkung

Dieser Artikel enthüllt Konzepte wie kommunikative Fremdsprachenkompetenz, grammatikalische Kompetenz, grammatikalische Fertigkeit, kommunikatives Lernen, interaktives Lernen, Rollenspiel, Geschichtenerzählen, authentische Materialien. Der Artikel stellt die theoretischen Grundlagen für die Ausbildung der kommunikativen Kompetenz von Schülern mit Aufmerksamkeitsdefizit-Hyperaktivitätsstörung in der mittleren Phase des Fremdsprachenlernens vor. Hier ist ein System kommunikativer Grammatikübungen für Schüler der 5.Klasse.

**Schlüsselwörter.** Fremdsprache, Hyperaktivität, Grammatik, kommunikative Kompetenz.

## EINLEITUNG

Die Kontrolle und Bewertung des von einem Studierenden für eine bestimmte Studienzeit erreichten Fremdsprachenniveaus ist ein wesentlicher Bestandteil des Bildungsprozesses. Wie Sie wissen, liefert die Kontrolle dem Lehrer sowohl Informationen über die Ergebnisse der Arbeit einer Gruppe von Schülern als Ganzes und jedes einzelnen Schülers als auch über die Ergebnisse seiner eigenen Aktivitäten. Die Kontrolle ist ein wichtiges Motivationsinstrument für Schüler und ermöglicht es dem Lehrer, die notwendigen Anpassungen an seinem Arbeits- und Trainingsprogramm vorzunehmen.

Hauptgegenstand der Kontrolle war lange Zeit der Besitz des Sprachsystems und nicht die Sprachaktivität der Schüler. Mit anderen Worten, das „Wissen“- oder „WFF“-Paradigma („Wissen“, „Fähigkeiten“ und „Fertigkeiten“) dominierte im Bildungssystem. Die Förderung der kommunikativen Kompetenz als praktisches Hauptziel des Fremdsprachenunterrichts hat dazu geführt, dass die Sprechfertigkeit zum Hauptgegenstand der Endkontrolle geworden ist, während der Besitz von Sprachmaterial hauptsächlich als einer der Gegenstände des aktuellen und des Spracherwerbs angesehen wird Zwischenkontrolle. Die Bildung fremdsprachlicher Kommunikationskompetenz in der Kommunikation mit Gleichaltrigen, älteren oder jüngeren Kindern sowie mit Erwachsenen, im Prozess erzieherischer, gesellschaftlich nützlicher, lehrender und forschender, kreativer und sonstiger Tätigkeiten ist eine der vorrangigen Aufgaben allgemeiner Grundbildung (Babuschkin M.W.; S. 71). Der Übergang zu einem kompetenzbasierten Ansatz in der Bildung hat drei Hauptgründe:

- 1) Die Ausrichtung der Bildungsergebnisse auf die Zukunft (die sogenannte Weiterbildung);
- 2) Die Bildung als Mittel zur Steigerung des Humankapitals verstehen;
- 3) Der Eintritt Kasachstans in den Bologna-Prozess, der darauf abzielt, einen gemeinsamen Bildungsraum zwischen den Mitgliedsländern zu schaffen (Issayeva; S. 163).

Für die Bildung fremdsprachlicher Kommunikationskompetenz im Arsenal eines modernen Fremdsprachenlehrers gibt es verschiedene pädagogische Techniken, deren Anwendung mit verschiedenen Methoden und Lehrmitteln möglich ist. Wir haben solche Unterrichtsmethoden wie Rollenspiele und Geschichtenerzählen identifiziert, die in erster Linie kommunikativ sind. Mit ihrer Hilfe ist es möglich, alle Komponenten einer fremdsprachlichen kommunikativen Kompetenz (Sprech-, Sprach-, soziokulturelle, kompensatorische und pädagogisch-kognitive Kompetenzen) zu bilden. Mit Hilfe von Lerninstrumenten wie authentischen Texten (Gedichte, Reime, Lieder) ist es möglich, die Bildung solcher Komponenten fremdsprachlicher Kommunikationskompetenz wie sprachliche, soziokulturelle, sprachliche und pädagogische und kognitive Kompetenz zu erreichen.

*Psychische Merkmale von Kindern mit Aufmerksamkeitsmangel-Hyperaktivitätsstörung und ihre Auswirkungen auf den Prozess des Erlernens einer Fremdsprache* Der Begriff "Aufmerksamkeitsdefizitstörung" wurde Anfang der 1980er Jahre aus dem breiteren Konzept der "minimalen Hirnfunktionsstörung" isoliert. Während der Beobachtung der Kindern im Schulalter mit Verhaltensstörungen, Unruhe, häufiger Ablenkbarkeit und Impulsivität schlugen Wissenschaftler vor, dass die Ursache dieser Veränderungen ein Hirnschaden unbekannter Ätiologie ist, und schlugen dann den Begriff "minimaler Hirnschaden" vor. In die weitere Betrachtung dieses Konzepts werden auch andere Symptome einbezogen: Lernstörungen, gekennzeichnet durch Schwierigkeiten bei der Beherrschung der Fähigkeiten Schreiben, Lesen, Zählen sowie beeinträchtigte Wahrnehmung von Informationen und teilweise ungeformte mündliche Sprache.

Betrachtet man das primäre symptomatische Bild, so kann man feststellen, dass ein Kind mit ADHS unruhig ist, "nutzlose" Aktivitäten zeigt, es ihm schwerfällt, in der Schule im Unterricht zu sitzen, er wird nichts tun, was sein Interesse nicht weckt. Bei der Kommunikation unterbricht er oft den Ältesten oder Mitschüler, lässt sich im Unterricht ablenken und macht unnötige Dinge. Er hört und versteht viele Anweisungen des Lehrers oder der Eltern, aber aufgrund seiner Impulsivität kann er deren Anweisungen nicht richtig folgen. In einigen Fällen antwortet das Kind, ohne auf die Frage zu hören. Ruft eine Antwort und unterbricht einen anderen Antwortenden. Er spricht in unvollendeten Sätzen, springt von einem Gedanken zum nächsten, „verschluckt“ die Enden von Wörtern und Sätzen, fragt immer wieder nach. Seine Äußerungen sind oft unbedacht, es kommt vor, dass sie andere provozieren und beleidigen.

Obwohl das Kind die ihm übertragene Aufgabe versteht, kann es das Begonnene nicht zum Endergebnis bringen und ist auch nicht in der Lage, die Folgen vieler seiner Handlungen zu planen und vorherzusehen. Damit verbunden ist ein hohes Risiko, sich zu verletzen, sich zu verirren.

Die kindliche Aufmerksamkeitsdefizit-Hyperaktivitätsstörung (ADHS) ist die häufigste Ursache für Verhaltensstörungen und Lernschwierigkeiten bei Kindern im Vorschul- und Schulalter. Außerdem ist eines der Hauptsymptome von ADHS ausgeprägte zyklische Aufmerksamkeit und schnelle und undeutliche Sprache.

Ein Kind im Schulalter kann 10 bis 12 Minuten lang eine Sache tun, dann stellt das Nervensystem im gleichen Zeitraum Ressourcen wieder her. Oft scheint es zu diesem Zeitpunkt, dass das Kind die an es gerichtete Rede nicht hört. Dann wiederholt sich der Zyklus.

Neurologen betrachten das Aufmerksamkeits-Defizit-Hyperaktivitäts-Syndrom als eine neurologische Erkrankung. Sein Aussehen ist nicht das Ergebnis unsachgemäßer Erziehung oder Unterschütz. Dieses Syndrom ist eine Folge der besonderen Arbeit des Gehirns.

Die Ursache für das Auftreten einer Aufmerksamkeitsdefizit-Hyperaktivitätsstörung bei einem Kind kann jedoch nicht vollständig festgestellt werden. Wissenschaftler sind überzeugt, dass diese Abweichung durch eine Kombination mehrerer Faktoren hervorgerufen wird, die die Funktion des Nervensystems stören.

Es wurde festgestellt, dass bei Kindern mit Aufmerksamkeitsdefizit-Hyperaktivitätsstörung die motorische Aktivität die Gehirnstrukturen stimuliert, die für das Denken und die Selbstkontrolle verantwortlich sind. Das bedeutet: „Während das Kind läuft, springt, klopft, Gegenstände auseinandernimmt und sammelt, verbessert sich sein Gehirn. Im Cortex werden neue neuronale Verbindungen hergestellt, die die Funktion des Nervensystems weiter verbessern und das Kind vor den Manifestationen dieses Syndroms bewahren werden“ (Issayeva, 2017).

Zu den zuvor beschriebenen ADHS-Symptomen können auch Schwierigkeiten beim Lesen- und Schreibenlernen hinzukommen. Das Kind nimmt einzelne Buchstaben und Laute nicht wahr oder beherrscht diese Fähigkeit nicht vollständig. Bei der Kommunikation mit anderen Menschen kann ein Kind mit ADHS Besessenheit, übermäßige Emotionalität oder sogar Aggression zeigen, was den Aufbau freundschaftlicher Kontakte erheblich erschwert. Aufgrund der Verzögerung in der emotionalen Entwicklung verhält sich ein Kind mit ADHS unnötig launisch und hemmungslos. Er ist leicht erregbar, duldet keine Kritik, nimmt Misserfolge schwer, verhält sich unausgeglichen und „kindlich“.

Ein Kind mit ADHS zeigt oft ein negatives Selbstwertgefühl. „Aufgrund der Unfähigkeit, Kritik an sich selbst angemessen wahrzunehmen, duldet das Kind keine Kommentare und Vergleiche mit anderen Kindern. Das verschlimmert die Situation nur. Kritik und Behauptungen überzeugen ihn

davon, dass er schlimmer ist als andere, dass er dumm und rastlos ist. Solche Bemerkungen machen das Kind unglücklich, distanziert, aggressiv und verbreiten Hass auf andere“ (Issayeveva, 2017).

Manifestationen der Aufmerksamkeitsdefizitstörung sind darauf zurückzuführen, dass das Nervensystem des Kindes zu anfällig ist. Sie ist nicht in der Lage, die vielen Informationen zu bewältigen, die von außen kommen. Übermäßige Aktivität und mangelnde Aufmerksamkeit sind ein Versuch, sich vor einer unerträglichen Belastung des noch nicht gebildeten Nervensystems zu schützen.

Basierend auf der amerikanischen Krankheitsklassifikation DSM-IV können 3 Varianten von ADHS unterschieden werden, abhängig von der vorherrschenden klinischen Symptomatik:

- ein Syndrom, das Aufmerksamkeitsdefizit-Hyperaktivitätsstörung kombiniert;
- Aufmerksamkeitsdefizitstörung ohne Hyperaktivität (ADHS mit überwiegender Konzentrationsstörung);
- Nichtaufmerksamkeitsdefizit-Hyperaktivitätsstörung (ADHS mit vorherrschender Impulsivität und Hyperaktivität).

Basierend auf der Gesamthäufigkeit der Manifestationen der Aufmerksamkeitsdefizit-Hyperaktivitätsstörung ist die erste Variante der Störung am häufigsten, die sowohl Hyperaktivität als auch Unaufmerksamkeit kombiniert. Bei dieser Art von Störung verhält sich das Kind impulsiv und hyperaktiv, lässt sich aber leicht ablenken und versucht, die Aufmerksamkeit aufrechtzuerhalten.

Die zweithäufigste ist ADHS mit vorherrschender Aufmerksamkeitsdekonzentration. Je nach Geschlechterverteilung ist dieser Typ bei Mädchen deutlich häufiger als bei Jungen und zeichnet sich durch eine Art „Rückzug“ in ihre Fantasien und Träume aus, d.h. das Kind hat ein tägliches „Wolkelaufen“.

Die dritte, seltenere Variante ist ADHS mit vorherrschender Impulsivität und Hyperaktivität ohne Beeinträchtigung der Aufmerksamkeit. Dieser Typ kann das Ergebnis bestimmter Störungen des zentralen Nervensystems und auch individueller Persönlichkeitsmerkmale von Temperament und Charakter sein. Darüber hinaus leiden Kinder mit neuropsychiatrischen Störungen (Neurose) und neurotischen Reaktionen an Verhaltensstörungen, die sich in einigen Fällen durch familiäre Probleme, Scheidung der Eltern, das Ausscheiden eines von ihnen aus der Familie oder den Tod eines geliebten Menschen manifestieren.

Wenn man sich die ADHS-Typen im Detail anschaut, kann man sagen, dass es für Kinder schwierig ist, sich auf eine bestimmte Aufgabe zu konzentrieren, wenn ein Aufmerksamkeitsdefizit ohne ein Symptom der Hyperaktivität (Typ-2-ADHS) vorherrscht. Eine Unterrichtsstunde oder ein Spiel kann ein Kind mit dieser Art von Syndrom innerhalb von Minuten nach Beginn ermüden.

Für diese Kinder ist das Erledigen der Hausaufgaben besonders schwierig. Aufgrund ihrer Vergesslichkeit vergessen sie oft, es aufzuschreiben oder lassen es ganz in der Schule. Es kommt vor, dass sie Lehrbücher oder Hefte verwechseln, sie nicht zum Unterricht mitbringen oder die falschen Dinge mitbringen.

Fassen wir die Beschreibung des ADHS-Typs mit vorherrschendem Aufmerksamkeitsdefizit zusammen, wenden wir uns der amerikanischen Klassifikation der Krankheiten zu, die folgende Kriterien für die Aufmerksamkeitsdefizitstörung bietet:

- Kinder lassen sich leicht durch Fremdkörper und Geräusche ablenken;
- Kinder achten nicht auf Details und machen oft Fehler, weil sie sich nicht an Arbeitsaktivitäten beteiligen;
- Kinder konzentrieren sich selten auf die Anweisungen, die sie hören, und kommen bestimmten Aufforderungen nicht nach;
- Kinder vergessen oder verlieren oft kleine Gegenstände wie kleine Spielsachen, Schreibmaterialien, Hefte und Bücher;
- Kinder lassen oft eine Aufgabe unvollendet und gehen zur nächsten über.

Äußerlich kann man sagen, dass Kinder mit einem vorherrschenden Aufmerksamkeitsdefizit verträumt oder „abwesend“ wirken. Sie sind leicht verlegen, „ziehen sich in sich zurück“, bewegen sich langsam und lustlos. Es fällt ihnen schwer, die Informationen, die sie erreichen, schnell zu verarbeiten und Gedanken für eine Antwort klar zu formulieren. Im Klassenzimmer ist es für ein solches Kind schwierig, die Anweisungen des Lehrers richtig zu verstehen, deshalb macht es viele Fehler und mag den Lernprozess im Allgemeinen nicht.

Das Hauptunterscheidungsmerkmal bei Kindern mit ADHS mit vorherrschender Hyperaktivität ist eine offensichtlich ausgeprägte Verhaltensstörung. Hyperaktive Kinder sind ständig körperlich aktiv und in Bewegung. Sie nutzen alles um sich herum, greifen und spielen mit allem, was sie sehen. Während des Spiels unterhalten sie sich ständig und stellen Fragen. Es fällt ihnen sehr schwer, während des Mittagessens oder einer Schulstunde ruhig am Tisch zu sitzen, sie winden und zappeln ständig auf ihren Stühlen. Im Unterricht schwingen sie mit den Beinen, wirbeln mit den Füßen, berühren alles, klopfen laut mit den Stiften und lenken andere Kinder ab. Hyperaktive Kinder verspüren oft innere Unruhe. Sie müssen ständig mit einem Geschäft oder sogar mehreren Dingen gleichzeitig beschäftigt sein.

Die Amerikanische Klassifikation von Krankheiten beschreibt die folgenden Kriterien für Hyperaktivität und Impulsivität:

- Kinder fühlen innere Unruhe, wirbeln oft mit den Gliedern, können nicht ruhig auf einem Stuhl sitzen.

- Kinder sind ständig in Bewegung, rennen, klettern und verlassen ihren Platz in Situationen, in denen sie Ruhe brauchen;
- Kinder schreien Antworten, bevor die Frage vollständig gestellt ist;
- Kindern fällt es schwer zu warten, bis sie an der Reihe sind.

Gvozdev weist auch auf die besondere Sprachbegabung von Schulkindern hin. Das Kind erschafft selbstständig neue Wörter mit einer neuen Bedeutung und demonstriert seine Beobachtungsgabe, die Fähigkeit, bekannte Objekte und Phänomene zu isolieren und ihre charakteristischen Merkmale zu finden (Gvozdev, S.123).

Grundlage des Spracherwerbs ist die Orientierung an der Lautform des Wortes. Gvozdev stellt fest, dass eine ausreichende Bedeutung der Sprache nur im Schulprozess auftritt. In diesem Alter orientiert sich das Kind sehr deutlich an der Lautform der Substantive. Dies trägt zur Assimilation des morphologischen Systems der Muttersprache bei.

Die Aneignung grammatikalischer Normen durch das Kind drückt sich in der Beherrschung der Sprachkomposition aus. Im höheren Schulalter bewältigen relativ viele Kinder die Aufgabe, einzelne Wörter aus einem Satz herauszulösen. Diese Fähigkeit wird ziemlich langsam erworben, aber bei Verwendung geeigneter Lehrmethoden wird der Prozess erheblich beschleunigt.

Diese Fähigkeit ist äußerst wichtig, da sie die Voraussetzungen dafür schafft, dass das Kind nicht nur einzelne Wortformen, sondern auch die Verbindungen zwischen ihnen in einem Satz beherrscht. So nimmt in der Sprache von Kindern im Schulalter die Anzahl gemeinsamer Sätze mit homogenen Mitgliedern zu, das Volumen einfacher und komplexer Sätze nimmt zu.

Im Schulalter beherrscht das Kind das komplexe System der Grammatik vollständig, wodurch die erworbene Sprache für ihn wirklich muttersprachlich wird. Im Schulalter erreicht das Kind ein hohes Sprachniveau. So wird die Muttersprache nicht nur zum Kommunikationsmittel, sondern auch zum Gegenstand des bewussten Lernens. Am häufigsten sind Wörter, die in der Sprachkompetenz von Schulkindern liegen.

Im Schulalter beherrschen Kinder auch den morphologischen Aufbau der Sprache. Ihre Fähigkeit zu einer konsistenten, bildlichen, genauen und kohärenten Darstellung ihrer Gedanken wächst, in Verbindung mit der Kinder in ihrer Sprache häufiger komplexe Sätze verwenden. Grammatik kompetenz ist ein integraler Bestandteil der sprachlichen Kompetenz – eine der wichtigsten Komponenten der fremdsprachlichen Kommunikationskompetenz.

Die Bildung grammatikalischer Kompetenz umfasst die Bildung ihrer drei Hauptkomponenten:

- 1) Die Fähigkeit, bestimmte semantische Einheiten in Form von Aussagen zu verstehen und zu formulieren, die nach den Regeln der zu lernenden Fremdsprache aufgebaut sind;

2) Gebildete Kenntnis grammatikalischer Regeln, nach denen die Folge lexikalischer Einheiten einer Fremdsprache in eine sinnvolle Aussage umgewandelt wird;

3) Gebildete Fertigkeiten und Fähigkeiten, die es dem Sprecher ermöglichen, die grammatikalischen Phänomene der zu lernenden Sprache entsprechend der Kommunikationssituation und den kommunikativen Aufgaben dieses Sprechaktes adäquat einzusetzen (Becker S.P.; S. 115-116).

Die Ausbildung der grammatikalischen Kompetenz der Schülerinnen und Schüler läuft also darauf hinaus, dass die Schülerinnen und Schüler in der Lage sein müssen, bestimmte Bedeutungen in einer Folge von lexikalischen Einheiten bewusst wahrzunehmen und zu formulieren, was eine bewusste Aussage ist, die wiederum der Situation angemessen entsprechen muss der Kommunikation und die kommunikativen Aufgaben, die sich der Sprecher selbst stellt.

Die Bildung grammatikalischer Fähigkeiten erfolgt in mehreren Stufen. In der Methodik des Fremdsprachenunterrichts gibt es verschiedene Meinungen zur Zuordnung dieser Stufen:

- 1) Einarbeitung und primäre Festigung;
- 2) Ausbildung;
- 3) Anwendung.

Passow E.I. gibt eine detailliertere Vorstellung vom Prozess der Bildung grammatikalischer Fähigkeiten und hebt die folgenden Phasen hervor:

a) Wahrnehmung der grammatikalischen Form oder Konstruktion. In dieser Phase versucht der Schüler, die Merkmale eines für ihn neuen grammatikalischen Phänomens zu verstehen und sich daran zu erinnern.

b) Nachahmung einer grammatikalischen Form oder Konstruktion. In dieser Phase versucht der Schüler, den Aufbau einer grammatikalischen Struktur nachzuahmen, ohne dass seine strukturelle Veränderung dem Lehrer folgt. In dieser Phase sollten Übungen verwendet werden, bei deren Konstruktion besonderes Augenmerk auf Sprachinstallationen gelegt wird.

c) Ersatz. In diesem Stadium füllt der Schüler dasselbe grammatikalische Modell mit verschiedenen lexikalischen Einheiten aus, die verwendet werden können, ohne die Bedeutung der Aussage zu verletzen. In diesem Stadium ist sich der Schüler der verallgemeinerten und universellen Natur des untersuchten grammatikalischen Phänomens bewusst.

d) Umwandlung. In diesem Stadium ändert der Schüler die gelernte grammatikalische Struktur gemäß den Normen der zu lernenden Sprache und den Sprachaufgaben, die der Lehrer für ihn festlegt. Die Änderung erfolgt auf der Ebene der Wortstellung, Wurzelsvokale, Suffixe usw.

e) Reproduktion. In dieser Phase versucht der Student, eine bewusste Aussage (ca. 5–7 Sätze) zu einem bestimmten Thema oder Problem zu formulieren, indem er das untersuchte grammatikalische Phänomen verwendet [Schulz K.P.; Mit. 154].

Die Bildung grammatikalischer Kompetenz bei Schulkindern im Fremdsprachenunterricht ist ein sehr vielschichtiger und komplexer Prozess, der ohne die Überwindung verschiedener Schwierigkeiten in allen Phasen seines Verlaufs nicht möglich ist. Der Weg zur Überwindung dieser Schwierigkeiten besteht darin, nach neuen methodischen Technologien zu suchen, die eine Reihe von Anforderungen erfüllen und vor allem verschiedene Widersprüche in den Bedingungen des modernen Sprachschulunterrichts lösen können.

Die Bildung von Kommunikationsfähigkeiten bei Kindern mit Aufmerksamkeitsdefizit-Hyperaktivitätsstörung, eine der wichtigsten Kompetenzen, ist die kommunikative Kompetenz, die eine erfolgreiche Sozialisation, Anpassung und Selbstverwirklichung im modernen Umfeld gewährleistet. Kommunikative Kompetenz als Kommunikationsmittel ist einer der wichtigsten Bereiche des spirituellen Lebens eines jeden Menschen. Die höheren mentalen Funktionen eines Kindes, wie Gedächtnis, Aufmerksamkeit, Denken, werden erst in der Kommunikation mit einem Erwachsenen geformt und werden erst dann völlig willkürlich.

Im Kommunikationsprozess lernt das Kind die Gesetze und Normen menschlicher Beziehungen. Richtig aufgebaute Kommunikation ist der Prozess der Erziehung und Entwicklung eines Kindes. Für die meisten Kinder mit ADHS ist der Aufbau von Beziehungen in einem Team eine schwierige Aufgabe. Kinder mit dieser Störung haben oft eine verzögerte Sprachentwicklung. Kinder mit diesem Syndrom drücken ihre Gedanken nicht gut aus, verwenden oft in Aussagen, die dem Gesprächspartner nicht vertraut sind, Verbindungen zu früheren Ereignissen oder Zusammenhängen, wodurch sie unverständlich bleiben. Außerdem sind einige Sprachfunktionen (pragmatisch) bei Kindern mit ADHS nicht vollständig ausgebildet (Dmitrieva, 2005). Alle Kinder mit ADHS sind durch eine Dominanz von Störungen in der Entwicklung der expressiven (verbalen) Sprache gekennzeichnet, und einige sind durch Störungen der rezeptiven (nonverbalen) Sprache gekennzeichnet. Bei Kindern mit ADHS, bei denen Hyperaktivität vorherrscht, sind Artikulationsstörungen am charakteristischsten.

Die mündliche Rede eines Kindes mit ADHS enthält geringfügige Verletzungen der Ausspracheseite und der grammatikalischen Struktur des Satzes. Aufgrund der trägen Artikulation sind Kinder mit ADHS gekennzeichnet durch eine beeinträchtigte Aussprache von Pfeif- und Zischlauten (Sigmatismus), eine beeinträchtigte Aussprache des Tons [r] (Rotazim), einschließlich einer unzureichenden Ausbildung des phonemischen Gehörs und der phonemischen Wahrnehmung (Dmitrieva, 2005).

Unabhängig davon ist anzumerken, dass Kinder mit phonetischen Sprachstörungen Schwierigkeiten beim Lesen haben und grobe Schreibfehler machen (Buchstaben fehlen, sie durch andere ersetzen), was der Grund für ihre schlechten Leistungen bereits im Kindergarten und dann in der Schule ist.

Ohne Laute, die die Klanghülle von Wörtern sind, ist es für ein Kind schwierig, verbal zu kommunizieren, und es ist die Phonetikabteilung, die eine sehr wichtige Komponente der Sprache studiert. Damit die Sprachkommunikation von hoher Qualität ist, muss ein Kind mit ADHS lernen, ein Wort klar von anderen zu unterscheiden, die ähnlich klingen. Dazu ist es notwendig, die phonetischen Gesetze der Sprache bereits im Schulalter zu verstehen und zu studieren.

Um auf die Arten von Sprachstörungen bei Kindern mit ADHS zurückzukommen, sollte beachtet werden, dass sie durch einen Mangel an Vokabular und einen Verstoß gegen die Logik bei der Konstruktion von Aussagen gekennzeichnet sind. Dies äußert sich darin, dass man an sekundären Faktoren hängen bleibt und die wichtigste wichtige Verbindung überspringt sowie die Übertragung der Abfolge von Ereignissen stört. Kinder mit ADHS springen leicht von einem Thema zum anderen (Dmitrieva, 2005).

In spezialisierten Studien wird versucht, Kinder mit ADHS unter Berücksichtigung der Art ihrer Sprachstörungen zu klassifizieren. Also, E. V. Maltseva unterscheidet 3 Gruppen: „Die erste Gruppe sind Kinder mit einem isolierten Defekt, der sich in der falschen Aussprache nur einer Lautgruppe äußert. Verstöße sind mit einer Anomalie in der Struktur des Artikulationsapparates und einer Unterentwicklung der Sprachmotorik verbunden.

Die zweite Gruppe besteht aus Kindern mit phonetisch-phonemischen Störungen. Fehler in der lautlichen Aussprache umfassen 2-3 phonetische Gruppen und äußern sich hauptsächlich in Substitutionen phonetisch ähnlicher Laute. Es gibt Verstöße gegen die auditive Unterscheidung von Lauten und die phonemische Analyse. Die dritte Gruppe sind Kinder mit systemischer Unterentwicklung aller Aspekte der Sprache (OHP). Neben phonetischen und phonemischen Störungen gibt es erhebliche Störungen in der Entwicklung der lexikalischen und grammatikalischen Seite der Sprache (Volkova, 1998, p.565).

Auf der Grundlage der wissenschaftlichen Forschung und der studierten Literatur kann gesagt werden, dass eine Verzögerung in der Entwicklung der kommunikativen Aktivität einer der wesentlichen Faktoren ist, die den Prozess der geistigen Entwicklung von Kindern behindern. Kommunikationsprobleme mit anderen, Mangel an Wärme und Verständnis für geliebte Menschen stören die Persönlichkeitsbildung des Kindes (Dmitrieva, 2005).

ADHS äußert sich in einer für normale Altersindikatoren ungewöhnlichen motorischen Aktivität, Konzentrationsstörungen, Ablenkbarkeit, impulsivem Verhalten, Beziehungsproblemen

und Lernschwierigkeiten. Nachdem die Hauptprobleme eines Kindes mit ADHS in seiner Schulzeit skizziert wurden, wurden allgemeine praktische Empfehlungen für Eltern und Lehrer zur Korrekturarbeit bei dieser Art von Verstoß formuliert.

### ***Methode "Rauschen"***

Zweck: Entwicklung der Aufmerksamkeitskonzentration, Entwicklung der auditiven Aufmerksamkeit.

Verhaltensregeln: Eines der Gruppenmitglieder muss der „Leiter“ sein, der die Klasse verlässt. Die Gruppe wählt einen Satz oder eine Zeile aus einem bekannten Lied oder Gedicht aus, die unter allen Teilnehmern in einem Wort verteilt wird. Nachdem der Fahrer zurückgekehrt ist, beginnen die Spieler gleichzeitig im Chor, jeder sein eigenes Wort zu wiederholen. Umringt von vielen sprechenden Menschen muss der Fahrer erraten, was für ein Lied der Gruppe eingefallen ist.

### ***Methode "Rad"***

Zweck: Entwicklung der Aufmerksamkeit, Kontrolle der motorischen Aktivität.

Verhaltensregeln: Die Gruppe stellt sich in einem Abstand von etwa 1,5 Metern zueinander in einen Kreis. Einer der Teilnehmer erhält den Ball und gibt ihn an einen anderen weiter, dann an den dritten usw. Allmählich erhöht sich die Übertragungsgeschwindigkeit.

Der Spieler, der den Ball verfehlt oder falsch wirft, ist aus dem Spiel, Sieger ist jeweils derjenige, der bis zum Ende des Spiels durchhält.

Zusätzlich: Das Spiel kann dadurch erschwert werden, dass jemand den Rhythmus schlägt, in dem die Teilnehmer sich gegenseitig den Ball zuwerfen, wodurch die auditive Aufmerksamkeit involviert wird.

Finden Sie die Differenzmethode.

Ziel: Entwicklung der Fähigkeit, sich auf Details zu konzentrieren, Entwicklung der visuellen Aufmerksamkeit.

Regeln: Der Teilnehmer zeichnet ein einfaches Bild auf ein Blatt Papier (ein Haus, ein Tier usw.), gibt dann seine Zeichnung an den Lehrer weiter und dreht sich um oder schließt die Augen. Der Lehrer zeichnet wiederum ein paar Details und gibt das Bild zurück. Die Aufgabe des Kindes besteht darin, zu erraten, welche neuen Details auf dem Bild erschienen sind. Übrigens: Diese Technik kann auch mit einer Gruppe von Kindern durchgeführt werden, wobei die Kinder abwechselnd eine Zeichnung auf die Tafel zeichnen und sich abwenden (bei nicht eingeschränkter Bewegungsmöglichkeit). Ein Erwachsener zeichnet. Kinder sollten sagen, welche Veränderungen aufgetreten sind.

### ***Methode "Stille"***

Zweck: Entwicklung der auditiven Aufmerksamkeit und Ausdauer.

Regeln für das Dirigieren: Kinder erhalten Anweisungen: „Lasst uns der Stille lauschen. Zähle die Geräusche, die du hier hörst. Wie viele? Was sind das für Geräusche? (ein Knarren eines Stuhls, ein fallender Bleistift, ein Klappern von Absätzen, eine Schulglocke usw.)“

Optional: Das Spiel kann erschwert werden, indem man den Kindern die Aufgabe gibt, die Geräusche außerhalb des Raumes, in einer anderen Klasse, auf der Straße zu zählen.

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### ***Methode "Aschenputtel"***

Zweck: Entwicklung der Aufmerksamkeitsverteilung.

Verhaltensregeln: 2 Personen werden Teilnehmer. Auf dem Tisch steht ein Eimer Bohnen (weiß, braun und bunt). Auf Befehl müssen die Bohnen nach Farbe in 3 Haufen zerlegt und zerlegt werden. Derjenige, der die Aufgabe zuerst erledigt, gewinnt.

Außerdem: Die Aufgabe eignet sich gut als Wechsel der Aktivitätsart und ist auch eines der Beispiele für sensorische Aufgaben zur Entwicklung von Empfindungen und Feinmotorik.

### ***Methode "Der Aufmerksamste"***

Zweck: Entwicklung von Aufmerksamkeit und visuellem Gedächtnis.

Verhaltensregeln: Einer der Teilnehmer wird zum „Anführer“, die anderen Spieler stehen in verschiedenen Posen vor ihm (Sie können zu den Themen: „Tiere im Zoo“, „Kinder beim

Spaziergang“, „Berufe“, etc.). Der Fahrer muss sich die Reihenfolge und Körperhaltung der Spieler merken, dann dreht er sich um oder schließt die Augen. Zu diesem Zeitpunkt tauschen die Spieler die Plätze und wechseln die Posen.

Der Fahrer muss sagen, was sich geändert hat und was vorher passiert ist.

Schneeballtechnik

Zweck: Entwicklung von Aufmerksamkeit, Gedächtnis, Überwindung von Impulsivität.

Spielregeln: Zu Beginn des Spiels wird ein Thema gewählt: Städte, Berufe, Schulfächer, Namen etc., die Teilnehmer werden im Kreis aufgestellt. Der erste Spieler nennt ein Wort zu diesem Thema, zum Beispiel „Fahrer“, der zweite Spieler muss das erste Wort wiederholen und sein eigenes hinzufügen, zum Beispiel „Fahrer“, „Arzt“, der dritte sagt: „Fahrer“, „Arzt“, „Lehrer“. Das Spiel wird so lange gespielt, bis alle Spieler einen Fehler machen und es nur einen „Gewinner“ gibt.

Außerdem: Auf ähnliche Weise können Sie sich „Detektiv“ ausdenken, indem Sie die Handlung Wort für Wort zusammenfassen. Zum Beispiel: „Nacht“, „Straße“, „Schritte“, „Ruf“, „Streik“ usw. Sie können Kindern erlauben, sich gegenseitig aufzufordern, aber nur mit Gesten.

### ***Methode "Langweilig"***

Zweck: Entwicklung der Aufmerksamkeit.

Verhaltensregeln: An den gegenüberliegenden Wänden der Halle stehen Stühle. Kinder sitzen auf Stühlen an einer Wand und lesen einen Reim:

"Es ist langweilig, es ist langweilig, so zu sitzen,

Alle schauen sich an.

Ist es nicht Zeit zu rennen

Und die Plätze tauschen?

Sobald der Reim gelesen ist, laufen alle Teilnehmer zur gegenüberliegenden Wand und versuchen, freie Stühle zu ergattern, die einen weniger sind als die Teilnehmer des Spiels. Wer ohne Stuhl bleibt, ist raus.

### ***Methode "siamesische Zwillinge"***

Zweck: Kontrolle der Impulsivität, Flexibilität der Kommunikation untereinander,

Förderung der Vertrauensbildung zwischen den Teilnehmern.

Verhaltensregeln: Die Teilnehmer erhalten Anweisungen: „Paar bilden, Schulter an Schulter stehen, sich mit einer Hand am Gürtel umarmen, rechten Fuß neben den linken Fuß des Partners stellen. Jetzt seid ihr verschmolzene Zwillinge: zwei Köpfe, drei Beine, ein Körper und zwei Arme. Versuchen Sie, im Raum herumzugehen, etwas zu tun, sich hinzulegen, aufzustehen, zu zeichnen, zu springen, in die Hände zu klatschen usw.

### ***Methode „sprechen“.***

Zweck: Kontrolle der Impulsivität.

Regeln: Kinder erhalten Anweisungen: „Leute, ich werde euch einfache und komplexe Fragen stellen. Aber es wird möglich sein, sie nur zu beantworten, wenn ich den Befehl gebe - "Sprich!" Üben wir: "Welche Jahreszeit ist jetzt?" (Pause wird beibehalten). "Sprechen!" Auf welchem Planeten leben wir? "Sprechen!" Welche Wortart ist das Wort „ehrlich“? "Sprechen!" "Welchen Monat haben wir?". "Sprechen!" usw.

### ***Methode "Telefon"***

Zweck: Entwicklung der auditiven Aufmerksamkeit.

Regeln: Eine mündliche Nachricht, bestehend aus einem bis mehreren Wörtern, wird von den Teilnehmern im Kreis (flüsternd, ins Ohr) weitergegeben, bis sie zum ersten Spieler zurückkehrt. Es ist unmöglich, das übertragene Wort oder den übertragenen Satz einem Nachbarn zu wiederholen, wenn er es nicht gehört hat. Dann wird die empfangene Nachricht mit der ursprünglichen verglichen und der Spieler, der sie verfälscht hat, gefunden.

### ***Methode "Elemente"***

Zweck: Entwicklung der Aufmerksamkeit, ihrer Lautstärke, Stabilität, Konzentration, Entwicklung des visuellen Gedächtnisses, Entwicklung der verbalen Sprache, Aufbau semantischer Strukturen.

Regeln für das Dirigieren: Der Lehrer bereitet 7-10 kleine Gegenstände im Voraus vor, legt sie dann in eine Reihe und deckt sie mit einem Tuch ab. Öffnet dann Objekte für 10-15 Sekunden und schließt wieder. Die Aufgabe der Teilnehmer besteht darin, den Ablauf der Themenreihe zu äußern.

Außerdem: Um die Aufgabe zu erschweren, werden die Gegenstände vertauscht und das Spiel wiederholt, aber gleichzeitig muss das Kind die Reihenfolge der Gegenstände erklären, nicht ihre Namen aussprechen, sondern ihre Eigenschaften und Funktionen beschreiben.

### ***Technik "Pfoten"***

Zweck: Verspannungen lösen, Muskelverspannungen reduzieren, Aggressivität reduzieren, Sinneswahrnehmung entwickeln, Beziehungen zwischen einem Kind und einem Erwachsenen harmonisieren.

Verhaltensregeln: Der Lehrer wählt 6-7 kleine Gegenstände mit verschiedenen Texturen aus: Fell, Bürste, Glasflasche, Perlen, Watte, Kieselsteine usw. Der Teilnehmer schließt seine Augen, zu diesem Zeitpunkt streichelt der Lehrer seine Hand über einen der Gegenstände, während er die Anweisung „Rate mal, welches Tier streichelt dich mit seiner Pfote? Die Aufgabe des Teilnehmers besteht darin, zu erraten, welchen Gegenstand der Lehrer verwendet, und sich in Zukunft auszumalen, welche Berührungen von welchem „Tier“ sich tatsächlich wie die Empfindungen dieses Gegenstands anfühlen und warum.

### ***Technik "Brownsche Bewegung"***

Zweck: Entwicklung der Fähigkeit, Aufmerksamkeit zu verteilen.

Verhaltensregeln: Die Teilnehmer werden im Kreis aufgestellt, der Lehrer rollt kleine Bälle in die Mitte des Kreises und spricht die Anweisung aus: „Bälle sind Moleküle, die ständig in Bewegung sind, sie dürfen ihr Feld nicht verlassen.“ Den Kindern werden die Spielregeln erklärt: Die Kugeln sollen nicht stehen bleiben und aus dem Kreis rollen, sie können mit dem Fuß oder der Hand geschoben werden. Wenn die Teilnehmer die Spielregeln erfolgreich befolgen, würfelt der Anführer eine zusätzliche Anzahl Kugeln ein.

Die vorgestellten Methoden sind für den Fremdsprachenunterricht geeignet. Es ist wichtig, sich daran zu erinnern, dass ein Kind mit ADHS einen besonderen "Spielplatz" braucht, er sollte so sicher wie möglich sein und ein angenehmes Gefühl hervorrufen. Eine günstige Voraussetzung wäre das Vorhandensein einer eigenen „Ecke der Einsamkeit“, da ein hyperaktives Kind, obwohl es den Eindruck eines Perpetuum Mobile erweckt, tatsächlich sehr müde ist.

Übermäßiger emotionaler Stress in ihm kann eine noch größere Übererregung verursachen.

Die Arbeit mit einem Kind mit ADHS sollte in mehreren Bereichen aufgebaut sein: Abbau von Spannungen und übermäßiger körperlicher Aktivität, Schulung der Aufmerksamkeit und Beachtung der Interessen des Kindes.

Ziel dieses Programms ist es daher, einen für diese Kategorie von Kindern mit Behinderungen angemessenen Bildungsraum zu schaffen, indem Bedingungen und Möglichkeiten für die Bildung fremdsprachlicher Kommunikationskompetenz von Schülern mit ADHS im Englischunterricht geschaffen werden.

Adressat: Kinder mit ADHS

Der Unterricht hat folgenden Aufbau:

1. Begrüßungsritual. Ermöglicht es Ihnen, Kinder zu sammeln, eine Atmosphäre des Gruppenvertrauens und der Akzeptanz zu schaffen.

2. Aufwärmen - Auswirkungen auf den emotionalen Zustand von Kindern, ihr Aktivitätsniveau (Spiele zum Abbau von Muskel- und emotionalem Stress). Das Aufwärmen erfüllt eine wichtige Funktion beim Aufbau einer produktiven Gruppenaktivität;

3. Der Hauptinhalt des Unterrichts ist das Studium der Interessen und Neigungen der Schüler, die Durchführung von Schulungen und didaktischen Spielen zur Bildung der fremdsprachlichen Kommunikationskompetenz.

4. Reflexion des Unterrichts - Bewertung des Unterrichts, Feedback, Wiederholung des behandelten Stoffes.

5. Abschiedsritual. In Analogie zum Begrüßungsritual.

Aktionsalgorithmus des Lehrers bei der Arbeit mit Kindern mit ADHS

1. Ein Erwachsener erklärt die Aufgabe. Anweisungen sollten klar und prägnant sein, alle Wörter sollten für das Kind klar sein. Für ein Kind kann das einfachste Wort unverständlich sein, zum Beispiel „Kopie“ oder „Kopie“.

2. Das Kind wiederholt die Aufgabe. Es ist wichtig, dass er alle Bedingungen genau wiederholt.

3. Ein Erwachsener erklärt, wie die Aufgabe zu erledigen ist (wo man anfängt, was als nächstes zu tun ist, wie man sie beendet usw.) und dabei die Bedingungen der Klarheit und Zugänglichkeit der Erklärung beachtet.

4. Der Erwachsene wiederholt die Reihenfolge der Aufgabe noch einmal und zeigt, wie es geht.

5. Das Kind wiederholt den Ablauf der Aufgabe (bei Fehlern Schritt 4 wiederholen).

6. Das Kind gibt dem Erwachsenen die Reihenfolge der Aufgabe vor und der Erwachsene führt die Aufgabe aus. Das Kind kontrolliert den Fortschritt der Aufgabe.

7. Das Kind erledigt die Aufgabe selbstständig und bewertet sie (bei Fehlern können Sie in diesem Fall eine ähnliche Aufgabe anbieten und in der gleichen Reihenfolge erledigen).

Der Vorteil dieser Methode besteht darin, dass der Lehrer die Aufgaben dem Kind mehrmals wiederholt. Wiederholtes Wiederholen in verschiedenen Formen hilft dem Schüler, sich daran zu erinnern, was von ihm verlangt wird. Und auch der Schüler fungiert in dem Moment, in dem er dem Lehrer die Vorgehensweise diktiert, auch als Lehrer. Dies wird dazu beitragen, den Prozess selbst zu diversifizieren. (Meisel V. S.57-59).

Der Lehrer sollte sich daran erinnern, dass das Phänomen der Hyperaktivität dazu führt, dass Schüler mit normaler oder hoher Intelligenz Lese- und Schreibfähigkeiten beeinträchtigt haben und Schulaufgaben nicht bewältigen, viele Fehler bei ihrer Arbeit machen und nicht geneigt sind, auf die Ratschläge von Erwachsenen zu hören. Die meisten Kinder mit ADHS haben gute intellektuelle Fähigkeiten, aber während des Unterrichts fällt es ihnen schwer, Aufgaben zu bewältigen, nicht weil sie sie nicht erledigen können, sondern weil sie Schwierigkeiten haben, Aktivitäten zu organisieren.

Sprachübungen werden in Imitation, Substitution und Transformation unterteilt.

Erste Gruppe. Sprachübungen:

#### 1. Nachahmung

Die meisten Vokabeln in diesem Lehrbuch werden durch Hören eingeführt. Zum Beispiel die Aufgabe "Hören Sie zu und wiederholen Sie die Wörter nach dem Ansager." Unten sind Bilder und darunter stehen die Worte, die der Ansager ausspricht. Es gibt viele solcher Aufgaben, sie sind in jedem Modul. Zum Beispiel: Zeichnungen sind gegeben, darunter sind Wörter. Diese Aufgabe zielt darauf ab, den Laut „ph“ zu üben.

Es sollte beachtet werden, dass dieser Studienführer viele Lieder und Gedichte enthält. Jedes Modul hat 2-3 Lieder und Gedichte. So wird durch das Hören von Liedern und das Auswendiglernen

von Gedichten neues Vokabular eingeführt. Außerdem lassen sich einige Lieder spielerisch nachspielen, damit sich die Kinder ein wenig entspannen.

Lassen Sie uns ein Beispiel für eine solche Aufgabe geben: "Singen Sie ein Lied und begleiten Sie es mit Bewegungen."

Ich trage meine Jeans

Und mein Lieblings-T-Shirt!

Ich trage meinen Hut

Und mein Lieblingsrock!

Ich trage meine Jacke

Ich trage meinen Mantel

Wir segeln davon

In unserem Segelboot!

Zieh deine Socken aus

Zieh deine Schuhe aus

Wir segeln davon

Auf einer magischen Kreuzfahrt!

Mit Hilfe dieses Liedes werden neue lexikalische Einheiten zum Thema „Kleidung“ eingeführt. In dieser Form merken sich Kinder schnell und einfach neue Wörter.

## 2. Platzhalter

- Übung "Schau dir die Bilder an und verbinde sie mit den Sätzen." Ziel: Stärkung des Wortschatzes. 6 Zeichnungen und 6 Sätze sind gegeben. Die Schüler müssen die Bilder dem entsprechenden Satz zuordnen.

- Übung "Machen Sie einen Dialog nach dem Bild."

Zweck: Entwicklung des Wortschatzes zum Thema „Institutionen der Stadt“. Die Schüler müssen anhand einer Reihe von Nachbildungen einen Dialog nach dem Vorbild erfinden.

A: Entschuldigung, wo ist die Tierklinik?

B: Es ist in der Bridge Street.

## 3. Transformativ.

Transformationsübungen beinhalten eine bestimmte Transformation der Replik des Gesprächspartners (oder eines Teils der Replik), die sich in einer Änderung der Wortreihenfolge, der Person oder Zeitform des Verbs, der Anzahl des Substantivs usw. ausdrückt. Solche Übungen beziehen sich eher auf den Grammatikteil als auf den Wortschatz.

- Zum Beispiel die Aufgabe "Sätze im Plural schreiben". Zweck: zu lernen, wie man Sätze im Plural bildet. Die Schüler müssen die Singularsätze verwenden, um Pluralsätze zu bilden.

Ich bin ein Junge - Wir sind Jungs.

Es ist ein Vogel - Sie sind Vögel.

Zweite Gruppe. Sprechübungen

- "Lass uns spielen!"

Zweck: zu lernen, wie man die Kleidung von Menschen beschreibt. Es gibt zwei Zeichnungen, die jeweils einen Jungen mit einem Mädchen darstellen. Die Schüler beschreiben sie: Wer trägt was. Zum Beispiel "Heis trägt ein rotes T-Shirt".

- "Sprich mit deinem Klassenkameraden anhand der Probe"

Zweck: zu lernen, den Gesprächspartner nach Essen zu fragen, was er hat und was er nicht hat; und beantworte die gleichen Fragen.

A: Ich habe etwas Käse. Hast du Käse?

B: Nein, ich habe keinen Käse.

Wir bieten 16 Spiele zum Englischlernen an. Die Spiele sind nach Modulen (nach Thema) geordnet, es gibt 2 Spiele für jedes Modul - insgesamt 16 Spiele (Tabelle 1).

**Tabelle 1.** Spiele für das Thema "Alle meine Tiere"

Modul (Thema)	Name des Spiels
1 Die Tiere	"Wo ist ein Tier?", "Nimm das ungerade Bild weg"
2 Licht und Dunkelheit	„Es war einmal eine Ballerina und ein Spielzeugsoldat“,
3 Zeit	„Kaputtes Telefon“
4 Bildungen	„Die Wörter in die richtige Reihenfolge bringen“,
5 Kunst und Musik	„Wer ist schneller“, „Errate ein Musikinstrument“
6 Entdecker und Erfinder	«Flaggen, Länder und Nationalitäten», «Thema Moderne Erfindungen»
7 Wasser, Wasser, überall!	«Wasser, Wasser, überall!», «Meerestiere»
8 Spaßhaben	«Schneeball», «HeißeKartoffel»

Modul 1 "Tiere"

Spiel "Wo ist ein Tier?"

Zweck: Festigung des Wortschatzes zum Thema „Tiere“.

Spielfortschritt: Der Lehrer bringt kleine Kuscheltiere (6-7, Tiere) mit und legt sie auf dem Tisch aus. Die Schüler nennen diese Tiere auf Englisch und versuchen, sich an sie zu erinnern. Dann bedeckt

der Lehrer diese Spielzeuge mit einem Handtuch; Die Schüler schließen für einige Sekunden die Augen. Zu diesem Zeitpunkt entfernt der Lehrer eines der Spielzeuge und deckt es wieder zu. Kinder müssen erraten, welches Spielzeug verschwunden ist, und es im Chor auf Englisch rufen.

Spielzeit: 5 Minuten.

„Nimm das ungerade Bild weg“-Spiel

Ziel des Spiels: Wortschatz zum Thema „Haus- und Wildtiere“ festigen.

Spielfortschritt: Der Lehrer teilt die Schüler in 3-4 Gruppen ein und verteilt Kartensätze mit Bildern an die Kinder. Kinder, die in Gruppen arbeiten, müssen ein zusätzliches Bild aus jedem Set finden.

Zum Beispiel 5 Bildersätze:

Kinder müssen nicht nur ein Bild aus jedem Set entfernen, sondern auch erklären, warum sie dieses bestimmte Bild entfernt haben. Sie können das Spiel ein wenig komplizieren, zum Beispiel zu jedem Bild einen Satz machen (was sich als überflüssig herausgestellt hat). Oder denken Sie sich eine kurze Geschichte über eines dieser Tiere aus und vergleichen Sie dann, welche Gruppe besser abgeschnitten hat.

Spielzeit: 5-6 Minuten (abhängig von der Anzahl der Sätze mit Bildern).

Es ist zu beachten, dass die von uns vorgeschlagenen lexikalischen Spiele den Altersmerkmalen jüngerer Schüler entsprechen (Zugänglichkeit, Sichtbarkeit, bunte Handouts); den Themen der Lehrmaterialien entsprechen; das Reglement einhalten (Spiele mit einer Dauer von 5 bis 15 Minuten). Die meisten Spiele zielen auf die Interaktion mit Klassenkameraden ab (Partner- oder Gruppenarbeit). Die Inhalte der Spiele orientieren sich an den Interessen von Kindern und entsprechen realen Lebenssituationen. Sprachliche Kriterien hängen von den Lernenden ab, d.h. auf der Ebene ihrer Vorbereitung, der Assimilation von Vokabeln und ihrer Anwendung in der Sprache.

Der von uns vorgeschlagene Komplex lexikalischer Lernspiele kann also im Englischunterricht in der Grundschule eingesetzt werden. Diese Spiele entsprechen dem Thema der WMC. Spiele können in jeder Phase des Unterrichts eingesetzt werden, um Vokabeln zu aktivieren, zu festigen und zu wiederholen.

1)



2)



3)



4)



5)



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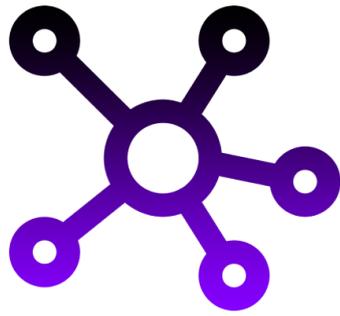
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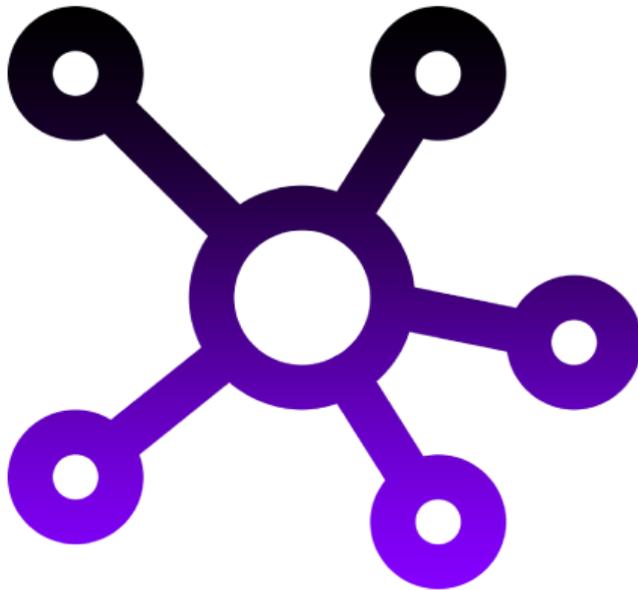
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