



**MINISTRY OF EDUCATION AND SCIENCE
OF THE REPUBLIC OF KAZAKHSTAN**

**M. Kozybayev
North Kazakhstan state University
Institute of Language and Literature**

M A T E R I A L S

**of International scientific and practical conference
"Modernization of Education – the Key Factor of Human
Resources Quality Improvement"**



Petropavlovsk, 2019

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UDC 378
LBC 74.58
M 33

*Published by decision of the Scientific and Technical Council
of M.Kozybayev North Kazakhstan State University
(Protocol № 5 dated 30/01/2019)*

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M 33 Materials of International scientific and practical conference "Modernization of
Education – the Key Factor of Human Resources Quality Improvement". -
Petropavlovsk: M.Kozybayev NKSU, 2019. - 86 p.

ISBN 978-601-223-105-2

The collection contains the materials of the International scientific and practical conference "Modernization of Education – the Key Factor of Human Resources Quality Improvement". It presents the results of scientific research of Kazakh and foreign scientists, as well as young researchers in various fields of modern science. The publication is of interest to faculty of universities, teachers of colleges, secondary schools and other educational institutions, as well as to a wide range of readers interested in modern developments in various fields of knowledge.

All articles are peer-reviewed. Authors have responsibility for credibility of information set out in the articles. Editorial opinion can be out of phase with opinion of the authors.

UDC 378
LBC 74.58

ISBN 978-601-223-105-2

I. POLYLINGUAL EDUCATION IN THE SCHOOL-COLLEGE-UNIVERSITY SYSTEM

UDC 80

CURRENT PROBLEMS OF THE LANGUAGE SPACE THROUGH STUDENTS' EYES

Gullu Gassanova, Yuliya Foot

(M.Kozybayev North Kazakhstan State University)

As we know, one of the main problems of Kazakhstan on the way to full-fledged competition is to decrease the number of graduates with low professional training.

All this is a factor aggravating the position of our country in the world community. After all, the foundation, the functioning of any enterprise, the application of practical skills begin with obtaining the knowledge of future employees. It must be assumed that the knowledge and mobility of the curriculum obtained in the universities of our country are not enough for their application in practice.

Nowadays the main achievement in the field of education is the unique project proposed by the Head of the State - the trinity of languages.

In 2007 in the Message to the People of Kazakhstan "New Kazakhstan in the New World", the Head of the State began the introduction of a new language policy, the "Trinity of Languages" project. The president notes that knowledge of at least three languages is important for our future children. Indeed, in modern life, knowledge of foreign languages becomes absolutely necessary for a specialist of their time. As indicated in the state educational standards of higher professional education, a specialist in any field of activity should be able to speak one of foreign languages at a level not lower than the spoken language and communicate, i.e. have a high level of readiness for effective communication with foreign partners in a foreign language.

"Kazakhstan should be perceived throughout the world as a highly educated country," the President repeatedly stressed, "whose population uses three languages. These are: the Kazakh language - the state language, the Russian language - as a language of international communication and English - the language of successful integration into the global economy".

The Ministry of Education and Science has taken concrete steps to introduce multilingual education in higher educational institutions of the country, in particular, the volume of credits for studying languages in the State Standards in the area of "Education" has been expanded. The republican universities for the introduction of multilingual education, including North Kazakhstan State University named after M. Kozybayev, have gained some experience in training teaching staff in the field of multilingualism, carried out comprehensive work on the development of teaching materials in English, an academic base for effective study of Kazakh, Russian and English languages has created, the language training of teachers has begun. Author teams developed educational and methodological complexes for special disciplines in English, trilingual terminology dictionaries were published by the Ministry of Education and Science, textbooks, workshops were also published, and the Republican budget program "Advanced training and retraining of personnel of state educational organizations was successfully implemented."

Actual problems of students in the field of language knowledge are attracting more and more attention from the state and society as a whole. Expansion of professional international

communication, business negotiations with foreign partners, work with documentation in a foreign language, the possibility of internship abroad require a more thorough use of the capabilities of a foreign language in the professional training of future specialists.

At present, the linguistic picture of Kazakhstan is a unique linguistic space characterized by a multilingual society in which representatives of more than 100 ethnic groups live.

Being students of Master program in "Finance" specialty, we have the opportunity to gain in-depth knowledge of languages. Every day we try to improve our skills because we know that it is not enough to be an expert in our field, because all areas of activity affect communication with foreign employees. Our university hosts various language contests in which students take an active part. It should be noted that the Ministry of Education periodically conducts work to correct the situation. In particular, the number of universities and their branches decreased, the requirements for planned accreditation of universities passed, and a whole series of reforms touched the learning process itself, the relationship between teachers and students, forms of checking students' knowledge, requirements for teachers, etc.

Thus, at the "Finance and Management" department at present, training is being conducted on the educational "Finance" program in the group of Fs-17-p in 3 languages. The EP and the EMCD on the approved disciplines in the Kazakh, Russian and English languages are developed. Issues on the book supply issue are regularly monitored and new literature is ordered. In recent years, with the introduction of multilingual education, an order for literature in EP has been ordered in English.

The teaching staff of the "Foreign Languages" department test first-year students to determine the level of English language knowledge. According to the results of testing, a selection of groups is carried out, the level of knowledge of which allows studying in 3 languages: Kazakh, Russian and English.

The problem arises already in the selection process: not all students of the group are fluent in English - all students of the group are transferred to the multilingual group (there is no possibility of re-forming the groups).

As a part of employment, the percentage of employed graduates students of multilingual groups (FS-12-k, FS-14-p) is 80-85%. During the training, many activities are carried out aimed at consolidating the conceptual and terminological apparatus of the disciplines studied, the development of public speaking skills and presentations in a foreign language, and the development of discussion skills of the audience in a foreign language.

Summing up the result, it is possible to note that in the modern world, polylingual and multicultural, the problem of language association, search for effective and viable programs in the field of languages for consolidation of societies is very relevant. In this regard the importance and relevance of the polylingual education which is a result of the introduction of the President's idea about the trinity of languages do not raise doubts.

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TRILINGUAL EDUCATION: CONDITION AND PROSPECTS IN NORTH KAZAKHSTAN STATE UNIVERSITY NAMED AFTER M. KOZYBAYEV

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The most important strategic task of education in Kazakhstan is, on the one hand, the preservation of the best Kazakh educational traditions, on the other hand, providing graduates with international qualifications, developing their linguistic consciousness, based on mastering state, native and foreign languages.

Multilingual education in the Republic of Kazakhstan is acquiring great relevance and today is one of the main directions in the system of higher education. The task is to train competitive specialists who can speak several languages.

President of the Republic of Kazakhstan N.A. Nazarbayev noted that in order to ensure the competitiveness of the country and its citizens, a phased implementation of the cultural project “Trinity of Languages” was proposed, according to which the development of three languages is required: Kazakh as a state language, Russian as a language of international communication and English as a language of successful integration into the global economy.

According to President N. Nazarbayev, “... Kazakhstan is unique and strong with its multinational composition. A unique multicultural space was formed on his land ... The multiculturalism of Kazakhstan is a progressive factor in the development of society. The Eurasian roots of the peoples of Kazakhstan allow us to combine Eastern, Asian, Western, European streams and create a unique Kazakhstan version of the development of multiculturalism.”

The core idea is the need to master several languages according to all documents on language policy.

In this regard, the problem of language education acquires a new direction. The starting point is the idea of studying any language should be accompanied by studying the culture of native speakers. Therefore, the study of a language as one of the main indicators of human adaptation to new sociopolitical and socio-cultural realities is now becoming an urgent scientific and theoretical and practical task. In addition, objectively, the need arose to reflect in a new way on the traditional concepts of language policy and language situation that developed during the period of Independence.

The State Program “Trinity Unity of Languages” implementing in North Kazakhstan state University named after M. Kozybayev provides training for specialists who speak three languages (Kazakh, Russian, English).

Since 2012-2013 academic year, in the experiment mode, students have been trained in three languages: Kazakh, Russian, English. During this period, about 350 students were trained in three languages.

The trilingual education and multilingual groups were introduced in the university for the students of 2016 on specialties 5B011000 "Physics", 5B011100 "Informatics", 5B011200 "Chemistry", 5B011300 "Biology" in connection with the introduction teaching school subjects "Chemistry", "Physics", "Informatics", and "Biology" in English since 2019.

In 2016 NKSU named after M. Kozybayev was included in the list of universities providing training in improving the language level at the preparatory departments of higher educational institutions. In 2016, 40 students received language training at the Foundation faculty due to the annual allocation of grants to the preparatory department in universities to improve the language level.

In the 2016-2017 training of specialists who speak three languages was carried out according to 7 educational programs: 5B011000 "Physics", 5B011100 "Informatics", 5B011200 "Chemistry", 5B011300 "Biology", 5B050900 "Finance", 5B070300 "Information Systems", 5B071600 "Instrument Engineering". The total number was 59 students.

Every year, in order to develop multilingual education and the formation of linguistic competence, free courses are organized on additional study of English and Kazakh languages for teaching staff, students, international internship. Since 2016 free English language courses for teachers have been annually planned and conducted in the University.

The University assists the faculty, staff and students participation in the International Scholarship "Bolashak" Program of the President of the Republic of Kazakhstan. According to the results of the competitive selection of applicants in 2015, the Bolashak Program scholarship was awarded to the senior teacher of the Department of Law Disciplines for a Master's program in the USA and 2 teachers of the Foreign Languages department for an internship at University of Pittsburg (USA) on Specialty of "Pedagogy and Psychology".

An internal university commission is annually formed in the University for monitoring the quality of classes in multilingual groups, which conducts an analysis of the quality of classes and the provision of disciplines with educational and scientific literature. The contests "The best lecture and the best practical lesson in the State, Russian and English languages" are annually held, and the contestants are awarded diplomas following the results.

For the purpose of language training, the disciplines "Professional Kazakh (Russian) language" and "Professionally-oriented foreign language" are implemented in educational process in the number of 2 credits for bachelors, 2 credits for undergraduates "Business Kazakh", for doctoral students "Professional foreign language" in the amount of 3 credits.

In 2014, a reading room was opened for students of multilingual groups, where all educational, reference books, dictionaries and periodicals are concentrated. The hall is equipped with 13 monoblocks with an Internet access and with an unlimited access to external databases www.sciencedirect.com and www.webofknowledge.com. In order to implement trilingual education, tests are annually developed by teachers of the "Foreign Languages" department to determine the language level of proficiency, giving the opportunity to consider the student inclusion in the multilingual group.

At the university the continuous development of educational and methodological support for the implementation of trilingual education is being conducted: in 2016, 32 educational and methodical complexes in English were developed for educational programs; university teachers also develop electronic textbooks in English.

Teachers of the "German-Romance Philology", "Foreign Languages", "Kazakh Language", "Kazakh Philology" departments develop and publish trilingual terminological dictionaries for the trilingual group students of all faculties. Every year, in order to provide educational and methodological support for the trilingual education, the departments draw up applications and acquire the necessary educational and methodological literature in the state and English languages.

Stages of the organization of trilingual education

The organization of multilingual education consists of three stages: the preliminary stage, the language training state and the main stage. The preliminary stage includes the selection of students and teachers for participation in the multilingual education program. The selection is made from the number of students on the basis of diagnostics of their knowledge of the Kazakh, Russian and English languages level. The stage of language training includes an in-depth study of Kazakh, Russian and English. Language training is carried out at the expense of the compulsory and university component of the curriculum. The main stage covers the second, third and final courses. In the first year, students are tested to identify the language proficiency level. Multilingual groups are formed following the results of testing.

Organization of educational process in multilingual groups

Since 2016, at least 20% of academic disciplines are taught in the second language, at least 30% -in English, 50% in the language of teaching according to the SCES of higher education.

At the University there are all necessary conditions for the development of multilingual education, aimed at creating continuous multi-level phased education of students, covering the entire period of study.

Training in multilingual groups includes:

- allocating 5–10 minutes to revise vocabulary and consider new words and terms used in teaching the discipline at the beginning of each lesson;

- a use of individual, group, collective, oral, written and other forms of work that help a teacher to direct students' actions to expand their knowledge on words' structuring, integration, synthesis;

- using a material that meets students' interests and needs, but qualitatively and quantitatively beyond the scope of the program;

- ensuring a purposeful and phased interdisciplinary communication, forming the students' skills of speech activity in a language other than the language of instruction.

The student independent work is carried out both in the form of extracurricular activities (work in libraries, multimedia and computer classes, language laboratories, etc.), and in classroom form. Tasks for the students' independent work for practical (linguistic) disciplines can be associated with performing communicative tasks of a creative nature after listening to or reading authentic foreign texts, performing phonetic, grammatically or lexically oriented practical tasks. The quality of independent work is carried out both in oral and in writing forms.

On the basis of multimedia and computer classes, language laboratories, students and teachers conduct the following types of work:

- a selection of authentic linguistic, regional geographic, cultural materials for teaching all types of speech activity;

- recording, listening and processing audio and video information from network resources;

- a participation in E-mail projects;

- a search and use of materials of electronic, grammatical, lexical reference books, dictionaries, reference books of regional geographic nature, materials of distance courses;

- an implementation of monitoring and testing tasks on the materials of electronic textbooks and training programs;

- a selection of materials for coursework and dissertations.

Thus, all conditions for creating a multilingual environment conducive to the development of students' professional competencies through the implementation of a trilingual education will be created in North – Kazakhstan State University named after M. Kozybayev.

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THE FORMATION OF BIOLOGICAL CONCEPTS IN TERMS OF BILINGUAL EDUCATION IN BIOLOGY LESSONS

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The expansion of international interaction and cooperation during the last decade has stimulated the progressive development of multilingual education, the relevance of which is not controversial. In Kazakh schools, gradual introduction of trilingual education is implemented, conditions and mechanisms for the formation of a multilingual personality are created, and it is possible to study subjects in a foreign language.

For 13 years School № 42 named after M. Auezov of the city of Pavlodar has been the regional experimental platform on organization of educational process in conditions of trilingual education and for three years it has participated in the regional project "Priority-Multilingual education, teaching in three languages" on the formation of the intra system of continuous education of teachers on the principles of corporate education.

One of the directions of multilingual education is teaching subjects of natural and mathematical cycle in English. At the same time, long-term practice shows the need not only for the formation of students' interest in learning a foreign language, but also their awareness of the studied subject as professionally significant.

One example of the integration of the English language and natural Sciences in our school is a special course "Man and nature" in English for 5-6 pre-polylingual classes, the purposes of which are:

- Preparation of students for the educational process in terms of multilingual teaching biology in grades 7-9;
- Ensuring the implementation of the state educational standard by means of the Russian and English languages in the borders of the experiment.

The content of the program of this special course reflects interdisciplinary connections of various educational areas: biology (in 5 classes of natural science), geography, history, etc., which extend the boundaries of awareness of students. The calendar-thematic planning and development of 68 topics of lessons have been prepared and tested for a number of years.

At the next stage of multilingual education in grades 7-9 biology lessons are conducted in English. Planning uses a well-known CLIL methodology (content and language integrated learning) that involves integrated learning of content and language, the use of a foreign language as an additional learning tool, and Teaching of certain content.

According to the CLIL methodology, language becomes a skill acquired in the classroom, while mastering the content of the subject. Many studies in teaching practice show the effectiveness of this technique.

In the course of using CLIL, we take INTO account and adhere to the basic principles of this teaching technique: the language is used for learning and for communication; it is the subject that determines the language necessary for learning. We are guided by the concepts of "Soft CLIL" - wide linguistic goals introduced by the language teacher and "Hard CLIL" - thematic goals and objectives in which the subject is taught in a foreign language [1, c.23].

Thus, a CLIL lesson is not a language lesson and it is not a subject lesson delivered in a foreign language. A successful CLIL lesson should combine the following elements:

- Content - progress in knowledge, skills and understanding related to specific elements of a specific curriculum;

- Communication - using a language to learn;
- Cognition - the development of thinking skills that link concepts (abstract and concrete), understanding and languages;
- Culture - the interaction of alternative perspectives and common concepts that deepen the awareness of self-sufficiency and uniqueness.

Using CLIL in biology class, the teacher must combine all four types of speech activity: listening, reading, speaking and writing.

The structure of the biology lesson, compiled by the CLIL method, consists of four stages.

The first step in applying this technique is to work with a text. Texts accompanied by illustrations are selected for better perception of the content by children. When working with texts in a foreign language, students are offered structural markers to help them uncover the material that is being studied. These markers can be linguistic (headers, subtitles) and/or diagrams.

The second stage is the identification and organization of knowledge, when the texts are presented schematically. These structures are known as "conceptual frameworks" or "mind diagrams" that are used to help students to categorize ideas and information contained in the text.

Different types of diagrams are used: tree diagrams for classifying groups, hierarchies, flowcharts and time frames for sequential thinking, instructions and historical information, tabular diagrams describing people and places, and their combination.

The third stage is a language identification. It is expected that students will be able to reproduce the core of the text in their own words in English. Since students will need to use both simple and complex language, the teacher should highlight the useful language in the text and classify it according to the function. Learners may need the language of comparison and contrast, location or description of the process. It is also important to pay attention to the use of subject vocabulary by students. With regular repetition of the basic concepts introduced in the classroom by the teacher and students, the best assimilation of the material is provided [2, c.4].

The fourth stage includes voicing tasks for students, providing a variety of tasks, taking into account the objectives of training.

The content of the sample task structures is as follows:

- Name chart / picture / map / graph / diagram;
- Listen to the text and (one of the tasks) fill in the table, title parts of the text, structure the information, mark the steps of the process/ instructions / text sequence, fill in the gaps in the text [3, c.15].

Tasks intended for reproducing should be object-oriented and have the following content:

- Question cycles-questions and answers, terms and definitions, half of sentences;
- Information gap with a list of questions to support;
- Search for little things: "things you know" and «things you want to know»;
- Games with guessing words, research objects using questionnaires;
- The introduction of sentences with deliberately false information, requiring students to determine the falsity or truthfulness of statements;
- Drawing students' attention to key words and terms in a presentation or text [4, c.9].

An important step in biology lessons in English in terms of updating the content is the formation of self-evaluation skills in students. Students should always be actively involved in a personal formative assessment to understand their own learning progress, identify weaknesses and strengths and improve personal strategies.

One way to encourage the development of self-evaluation skills is to help students create their own reflective learning journals. Educational journals (table 1) encourage students to reflect progress and challenges in learning a new material while developing thinking skills and autonomy. They can also be useful for the teacher when writing reflective reports on the lessons.

Individual conversations with students, interviews to check their level of understanding of the studied material allow teachers to determine the level of progress of the student and to plan corrective work to improve learning.

You can use the following expressions of encouragement, which are an integral part of the lesson of the new format: "Good", "Great job", "Brilliant", "Perfect"; in case of an inaccurate or incorrect answer students can get the following formative assessment from the teacher: "Try again", "Not quite right", "Be attentive" and others.

Our experience shows that in many cases the use of CLIL technique in teaching biology in English increases the motivation of students, allows them to learn the content more quickly and confidently than with consciously separated subjects.

The CLIL technique is closely related to both the subject and the foreign language. Its systematic use provides children with a deeper understanding of culture, develops the ability to "see the big picture" in terms of the relationship between language and society.

At the same time, the skills and knowledge gained in integrated learning lessons are applicable to a wide range of subjects in different languages. The acquired cognitive and academic skills, encouraged by CLIL, help to increase students' motivation to learn, confidence in their abilities.

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UDC 371.

APPLICATION OF CLIL METHOD AT INFORMATIONAL AND COMMUNICATION TECHNOLOGIES: PRACTICAL CLASSES IN TERMS OF POLILINGUAL EDUCATION

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Information and Communication Technologies (ICT) curriculum approved by the University Educational and Methodological Council was developed on the basis of the bachelor's qualification and competence level requirements of all specialties, Standard Training Program of the discipline and educational plans [1, p.2-3]. Standard Training Program of the ICT was created by scientists of Al-Farabi Kazakh National University.

One of the themes is Database Systems. As a result of study of this discipline students are supposed to be capable of working with databases. According to the curriculum the topics are:

- Fundamentals of database management systems: concept, characteristic, architecture;
- Data models;
- Normalization;
- Data integrity constraint;
- Basics of SQL;
- Database design;
- Distributed, parallel and heterogeneous databases;
- Technologies of work with a database;
- Directions of development of the DBMS.

Number of hours: 1h for Lecture Classes, 2h for Student's Self-Work with a Teacher; 2h for Practice Classes; 3h for Student's Self-Work. [1, p.5]

So the curriculum sets strict time limits. Firstly, our students are supposed to have an experience in working with databases at schools. Secondly, the course is delivered in English. Students' approximate English level should be B1. But our reality is different. Most of them never studied Databases before. Their English level is far from B1. And one more thing: they never took their English or ICT exams at schools.

Therefore, we concentrate on technologies of work with a database and database design during our labs. Main concepts of such lessons are presented further.

Students have three kinds of assignments:

- Using a pre-built relational database for search and retrieval and database modification queries;
- Creating a relational database structure with using a pre-built flat-file database;
- Designing, populating, and running queries, forms, and reports against their own personal database.

Types of database project are individual for the first assignment and group for the second and third respectively.

Students are supplied with appropriate resources like laboratory manuals with step-by-step procedures during their first two assignments and an education video. At the end of their work they have to defend it in accordance with the task and questionnaires.

Besides, we apply some of the techniques used in the CLIL and link the classroom activities with Bloom's Taxonomy of Thinking Skills (remember, understand, apply, analyze, evaluate, and create) [2, p.215]. For example, students have to make notes with the main collocations, terms, keywords [3, p.39]. Defending their works, they develop oral skills through quizzes, role plays, discussions and problem solving activities. The reading activity includes lectures, videos, conversations. The reading texts are mostly authentic or adapted from original sources. Also, students have writing tasks on their Student Self Work.

For better understanding the purpose of the database system we suggest our students to start their labs with using a pre-built relational database. They should follow the procedure that describes how to create queries, to use forms and reports. Simple and active queries are created by means of Design View. Thus applying appears.

The next group of tasks includes working with a pre-built flat-file database. Such databases can be created using a spreadsheet program. The practical task is to create three tables of a relational database using the data from a flat-file database, setting up primary keys, and linking the tables. Students apply different data types, explore field properties. Very important tasks in this part are locating, opening and importing data from an existing file. There are more than ten different types of sources of external data that can be linked or imported into a database. Besides 'Design View' students should try to create objects using

the 'Form Wizard' or 'Label Wizard'. Reports can take various formats, such as product labels or mailing labels. The last activity in the second assignment is exporting data to a variety of applications.

The most difficult and creative assignment is the third. Students have no procedure for their tasks. They are suggested just approximate examples for databases.

When students have completed three assignments, they should be able to:

- Design, use and create an appropriate database record structure;
- Design, use and create a data entry from considering purpose and audience;
- Sort data appropriately in a database;
- Search a database to select subsets of data;
- Produce reports to display data appropriately.

We are sure it is the best way out of this situation. Students have the opportunity to improve their linguistic and IT skills.

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UDC 372.853

ADAPTATION OF GUIDELINES FOR PERFORMANCE OF LABORATORY WORKS WITH USE OF ATOMIC FORCE MICROSCOPE TO A SYSTEM OF MULTILINGUAL EDUCATION

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The implementation of the program of multilingualism in the educational process continues in the Republic of Kazakhstan currently [1]. In the message of the President of Kazakhstan N. Nazarbayev to the people of Kazakhstan on January 10, 2018 "New opportunities for development in the fourth industrial revolution" it is said: "Since 2019, in the 10th and 11th grades four subjects of the natural-mathematical cycle, physics, chemistry, biology, computer science, will be conducted in English» [2].

Universities of Kazakhstan, providing training of students of pedagogical specialties in the following areas: physics, chemistry, biology, computer science, are also included in the process of transition to multilingual education through the training of students within the educational programs using three languages. In other words, multilingual groups are being created in Universities.

The partial modernization of physical equipment was carried out at "Physics" department at NKSU named after M. Kozybaev in 2018. In particular, the department received a new laboratory "Nanotechnology and atomic force microscopy". Scanning probe microscope and methodological support for execution of laboratory work are included in the main composition of equipment of this laboratory. Scanning probe microscope is a

multifunctional educational and scientific device that allows implementing various methods of measuring a contact and semi-contact in atomic force microscopy. This device can be used in research in the branch of physics of micro- and nanostructures, materials science, catalysis, physics and chemistry of polymers, cytology, etc.

However, the methodological support received with the scanning probe microscope and the laboratory of "Nanotechnology and atomic force microscopy" does not have an English version for teaching multilingual groups. Therefore, the task which devoted to the creation and adaptation of Russian-language methodological support in English is very important.

This work is devoted to the description of features of translation of methodical instructions into English, taking into account the correct interpretation of physical terminology.

It was necessary to break the complex design proposals into simpler ones before proceeding with the translation of laboratory work, which subsequently facilitated the translation process.

To do the translation, online translators available on the Internet are used, as well as the "Great English-Russian explanatory scientific and technical dictionary" edited by V. I. Kochergin, "Russian-English physical dictionary" edited by V. D. Novikov, English-language materials of laboratory works using SPM and other English-language literature relating to the description of the operation of microscopes.

The certain algorithm of actions was produced during the translation of laboratory work.

- Initially, the document was necessary to convert into a format .doc by means of an online converter because the original file extension was .pdf.

- The conversion of complex sentences into simple ones was made, if it was possible, to facilitate the process of translation.

- A Microsoft Word document was created, where the text of the work translated into English was inserted.

- Then, directly, the text was translated.

To check the correctness of the translation of the text, another program was used in which the reverse translation was made.

In the process of translation, the correctness of the use of a concept in English was also checked. For example, the translation the concept of "stage" into English. One program translated this concept as "object table". However, if you re-translate the expression "object table" into Russian, the translator will give the result – "object table". After analyzing this concept, we came to the conclusion that it belongs to one of components of the microscope. And also when translating this concept into English, it is necessary to make a start from the topic "Microscope structure". Using the description of the microscope in an English source, it was determined that the given concept in translation looks like "stage".

Similarly, other concepts encountered during the translation of laboratory work were tested.

Also, in the process of translation of the laboratory work, the English-Russian terminology dictionary was compiled. The compilation of the terminological dictionary occurred by separating the basic terms and concepts from the context of laboratory work and translating them with the help of programs and technical dictionaries into English.

The fragment of the dictionary, shown in figure 1, is a table consisting of three columns. The first column contains the concepts in English, the second column – the transcription of these concepts, and the third column – the translation of these concepts into Russian.

scanning tunnelling microscopy	['skæniŋ 'tʌnəlɪŋ maɪ 'krɒskəpɪ]	сканирующая туннельная микроскопия
contact atomic force microscopy	['kɒntækt ə 'tɒmɪk fɔːs maɪ 'krɒskəpɪ]	контактная атомно-силовая микроскопия
amplitude modulation AFM	['æmplɪtjuːd mɒdju 'leɪfɪn]	амплитудно-модуляционная АСМ
non-contact AFM	[nɒn-'kɒntækt]	"бесконтактная" АСМ

Figure 1 – The fragment of the dictionary

It should be noted that all concepts in the dictionary are located in a chronological order, i.e. as they appear in the text. Because this order location of terms and concepts is the most convenient in the study of methodological descriptions for laboratory work.

As a result of the performed work, the methodical support for laboratory work number one "Obtaining the first SPM image by contact AFM" was obtained. This methodological support in English has a practical importance, as it can be used by students of multilingual groups and teachers during execution of laboratory work with a scanning probe microscope.

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UDC 37.01.09

CONCEPTUAL PECULIARITIES OF MULTILINGUAL EDUCATION IMPLEMENTATION IN THE SPHERE OF HIGHER EDUCATION

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The President of Kazakhstan, Nursultan Nazarbayev, marked the beginning of the phased implementation of the cultural project "Trinity of Languages". This project, along with the spiritual development of the people of Kazakhstan, was identified as a separate point of the internal domestic policy.

"Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages. These are: the Kazakh language as the state language, Russian as the language of international communication, and English as the language of successful integration into the global economy", - said the President. Also, the Leader of the Nation at the XVth session of the Assembly of People of Kazakhstan noted that "... It is necessary to intensify the development of Kazakh, Russian and English in the country and translate this work into a practical plane".

Thus, the idea of a trinity is expressed by a simple and understandable formula: we develop the state language, we support Russian, and we learn English. Mastering these three languages by the citizens of our country is the confirmation of the competitiveness of the country and our Kazakhstani nation as a whole.

The declared policy of the trinity of the languages is implemented in various spheres of public life. In the educational environment, it is reflected in educational, scientific and upbringing types of work with students of the universities, colleges, technical schools, pupils in schools and lyceums, kids in the kindergarten, etc.

Carrying out the orders of the Head of State, in M. Kozybayev North-Kazakhstan State University, as well as in other universities of our country, multilingual groups are being and already have been formed. Teaching process in these groups is conducted in 3 languages – Kazakh, Russian and English.

Let's discuss the problems and the ways of their decision.

Until recently, the lack of the textbooks in English for the disciplines conducted in English was one of the main problems. We may state here that the literature is constantly being acquired in our university, lists and corresponding prices are sent regularly from the library to teaching departments and chairs.

But here we would like to note the importance of the electronic resources to which universities of Kazakhstan, including our university, are connected. These are such electronic platforms as ISI Web of Science and Science Direct (provided by the National Center for the scientific and technical information, located in Almaty).

Teachers and students of multilingual groups do actively use them; find educational, scientific and methodological literature on the relevant discipline or topic. These are scientific articles, courses of the lectures, methodical instructions, manuals, etc.

However, we believe that today there is a necessity to form and develop an applied conception in the use of these electronic databases and products.

Let me introduce it to your attention, please.

In the educational process, it should be systematically implemented at all three levels of the system of higher and postgraduate education, that is, from bachelor to PhD student.

Undergraduate and graduate (academic degrees). At the first and second stages of higher education it is necessary to ensure that students are fully familiar with these bases in order to:

- firstly, to acquaint students with modern methods and approaches in the study of relevant disciplines and the consideration of specific topics. It is undisputable that the availability of textbooks, even if they are current year ones, that is, quite fresh, today is not sufficient for the full and effective development of one or another studied discipline. In turn, various articles constantly appear in the electronic databases, reflecting certain aspects of the issue during the teaching process;

- secondly, the development of skills among the students and undergraduates for quoting/citing and, to some extent, to the discussion of the problem presented in the article. Students and undergraduates take part in various scientific conferences, and it will be great, if we teach them in their articles and scientific reports to quote/cite and enter into a scientific discussion with the authors of the articles published in the rating journals posted on the electronic platforms. Each article has contacts and authors can contact each other. It is pleasant to say, that many of these authors very willingly come into contact using modern forms of communications, for example, SCYPE;

- thirdly, it is pleasant to note that in these electronic databases there are not only articles, but also textbooks and teaching manuals, the presence of which essentially solves the problem with educational literature in English;

- fourthly, in the leading foreign universities, there are scientific student communities and schools that conduct research and publish their articles posted on electronic platforms. Also, some students and undergraduates are engaged in the reviewing processes of the articles and act as the experts during a peer review process. The acquaintance of our students and undergraduates with such scientific communities will positively contribute to the growth of their scientific, educational and intellectual potential;

- fifthly, after graduation, bachelor and undergraduate students write and defend their diploma and master works. By this time, having skills in using the electronic databases, they are rather skillful to quote and discuss with other authors of scientific articles located in the electronic databases.

The reflection of this material by the students and undergraduates in the scientific articles, theses and master's works is one of the key indicators of the effective use of scientific literature funds allocated by the Ministry of Education and Science of our country so that we all can use these bases free of charge and increase our scientific and intellectual potential.

PhD (scientific degree). Purposeful implementation of the above-mentioned positions will allow the applicant of a scientific degree, that is, a PhD student, to work more freely and comfortably with these electronic bases, having certain skills that he/she acquired while being bachelor and master student.

Here it is necessary to emphasize the importance to have at least one article in the rating journal included in the SCOPUS database for the defense of a doctoral dissertation. Using the accumulated experience, it will not be so difficult for a PhD doctoral student to publish scientific results in a rating journal.

Associate professor and professor (scientific titles). The final stage of the considered conception in the use of these electronic databases is their active use by scientists of our country, who strive to be awarded the title of associate professor and professor. One of the main conditions here is the availability of publications in journals that have a certain impact factor and are included in the ISI Web of Science database (Thomson Reuters company). Scientists with the big accumulated experience in working with databases implement it carrying out and publishing the scientific articles in the rating journals.

We would also like to say that the ISI Web of Science, Springer and Science Direct databases provided by NCSTI JSC are not only the entrance to get information from the scientific journals, articles and teaching manuals. It is also really great and wonderful opportunity to get acquainted with the leading foreign scientific associations located in the USA, Canada, Germany, France, Australia, New Zealand, South Korea, Japan, Israel and other countries where global rating journals are published. It is also a potential participation in grant research conducted under these associations.

We believe that the implementation of the above mentioned conception will contribute to the quality improvement of the higher education in Kazakhstan.

**WAYS OF IMPLEMENTATION OF MULTILINGUALISM
IN THE HUMANITARIAN COLLEGE
NAMED AFTER MAGZHAN ZHUMABAYEV**

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In The Message of The President of Kazakhstan N. Ah. Nazarbayev " New Kazakhstan in the new world "in order to ensure the competitiveness of the country and its citizens proposed a phased implementation of the cultural project" Trinity of languages", according to which it is necessary to develop three languages: Kazakh as the state language, Russian as the language of international communication and English as the language of successful integration into the global economy.

We live and work in an era when there is a globalization of all spheres of human activity, which entails a revision of priorities in education.

We understand polylingual education as a purposeful process of familiarizing with the world culture by means of several languages, when the studied languages act as a way to comprehend the sphere of special knowledge, assimilation of cultural, historical and social experience of different countries and peoples.

Polylingualism is the dictate of time. It is prestigious to be multilingual today.

Currently, this requires the creation of an effective model of multilingual education, using innovative technologies, creative approach and, of course, the inspiration of teachers, without which it is not possible to implement any large-scale project.

The urgent task of our state is to ensure the successful integration into the world educational space and provide students with access to relevant information in any of the three languages: Kazakh, Russian, English.

The educational space of our College has a high potential for the realization of creative abilities of a multilingual personality, for the development of its cultural competencies.

To implement the project of multilingual education in the educational process of the College prepared a plan for its implementation.

The project has been implemented for three years.

The first stage falls on the 2016-2017 academic year. This stage provides for drawing up a work plan for the introduction of multilingualism in the College, determining the composition of the creative group of teachers. Update of polylingual center "Miras", the first being the preparatory stage involves the study of the experience of leading higher education institutions, secondary special educational institutions, schools in the country on introduction of multilingual education, equally important is the study of the experience of implementation of multilingualism and three or more languages in the territory of the European Union. Monitoring of training and professional development of teachers for the implementation of trilingual education. The use of inefficient, outdated teaching methods will not form the readiness of future teachers to the modern realities of professional activity. In this regard, it is necessary to review, along with the content of training and the organization of the development of professional and pedagogical competencies of students. The degree of readiness of students to the perception of educational material in English is studied, in the subjects of natural and mathematical cycle.

The development of teaching aids on integrated subject teaching, terminological dictionaries on general subjects "Physics", "Chemistry", "Informatics".

In General, the first stage creates conditions for the implementation of the project "Multilingual education in the educational process of Petropavlovsk humanitarian College named after Magzhan Zhumabayev.

The second stage, the implementation one, is designed for the 2017-2018 academic year. It is important at this stage to organize a cooperation with the Department of education of North Kazakhstan region, with the Institute of advanced training of teachers "Orleu", NKSU named after Manash Kozybayev, with social partners, providing a basis for practice.

The second stage provides the introduction of research work and, therefore, cooperation with the above organizations is necessary in the study and monitoring to improve the implementation of multilingual education.

Development and introduction of changes in educational and methodical complexes on general subjects "Professional Kazakh language", "Professional Russian language", "Professional English", preparation of the variable program of the optional course "Advanced English language" for the specialty 01050000 "Primary education", 0101000 "Preschool education and training" are a necessity to improve the knowledge of a foreign language among students. The development of programs of subjects of the variable component of special disciplines in English will give an additional impetus to the study of the third language. Young specialists of the natural sciences have the opportunity to get a second higher education (English). The effectiveness of teaching a number of disciplines, especially specialized in a particular specialization, in a foreign language, taking into account the peculiarities of the national educational system is proved by the experience of a number of educational institutions in the CIS. It is very useful to consider mechanisms for implementation experience of NIS to improve the quality of training for developing the language competences of teachers and the requirements for delivery students IELTS international test of English as a foreign language.

Improving the skills of teachers at this stage will help to improve the quality of knowledge among students.

It is very important to carry out career guidance work with graduates of primary and secondary schools to choose a pedagogical specialty with a multilingual direction.

The third stage is to clarify the implementation of the professional standard in the field of education, standard training programs in the Kazakh, Russian, English languages on the basis of the Standard of language training. The research activity provides the analysis of teachers' activities in the implementation of trilingual education.

The last phase of the project of implementation of multilingualism requires systematization of academic and methodological support of educational materials, publication of educational-methodical product, comprising a variety of programmes for the implementation of trilingual education.

The third stage provides a reflexive report on the training and professional development of teaching staff, analysis of the creative group of teachers on the implementation of multilingualism in College.

It is impossible not to say that the College created a multilingual center "Miras", the purpose of which is the formation of a multicultural personality on the basis of trilingualism. Integrated lessons, scientific and practical conferences, seminars, the club "Expressive reading", the drama club in the Kazakh language, the club "Debate", "English club", the clubs of the Kazakh and English language for teachers of College are held on the basis of this center.

Every year members of the club take part in creative competitions. Cooperation of teachers and students of the College is one of the conditions for identifying leadership qualities and development of creative abilities of each individual. Teachers and students of the College held various events such as a Decade of languages of the peoples of Kazakhstan,

participation in seminars, competitions, conferences, competitions in language skills all contribute to the fact that our team will adequately fulfill the task of implementing the project of multilingual education in the College.

The teaching staff of the College determined the model of the graduate: "a College Graduate is an intellectually developed polylingual person, competent in the social, economic, legal, communication and information environment of life and capable of a conscious definition, which should take a worthy place in society." And this is nothing more than the implementation of the address of President N. Ah. Nazarbayev to the Youth: "You are the embodiment of all hopes for the future. Everything we do today is for you. Most of you are as old as our independent Kazakhstan. And by 2050, you are already Mature citizens who took part in the execution of this program. The further path will be defined by you»

Multilingualism and multilingual teaching of foreign languages is a necessity, a dictate of the time, as the whole world is polyethnic, polylinguistic.

The implementation of multilingual education is ultimately aimed at training highly qualified, competitive specialists of various specialties with linguistic competence on the basis of parallel mastery of the Kazakh, Russian and English languages, mobile in the international educational space and the labor market, capable of intercultural communication.

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II. IMPROVEMENT OF FL TEACHING QUALITY IN THE CONTEXT OF EDUCATION MODERNIZATION

UDC 81-13

THE ROLE OF ASSESSMENT IN MODERN CONDITIONS OF TEACHING ENGLISH

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The modern stage of social development is characterized by constant variability. At the same time, knowledge, technology, and information are changing, which leads to the rapid obsolescence of the acquired knowledge. In this regard, there is a need to define the purpose of learning and its functions. The leader of our country Nursultan Nazarbayev repeatedly mentions in his messages the need for modernization in the educational system and bringing it to the international level of development [1,175]. The aim of modern education is the development of a competent person, which forwards to develop students' skills and abilities to lifelong learning, to be competitive in the modern world.

K.E. Bezukladnikova notes that the format of competency-based approach in the education system contributes to the displacement of traditional cognitive orientations of education and leads to a new vision of the education content, its methods, and technologies [2, 63]. It is constantly reflected in the President's messages concerning new tendencies the educational policy which explains that, since September 2015, the program of updating the content of primary education has been successfully tested in 30 pilot schools, which include urban, rural and small schools [3]. The approbation of educational programs has brought positive results of learning, and since September 2016 in all secondary schools of our Republic, the transition to the updated standards of educational content has been carried out.

The transition to the updated content of education entails a number of changes; one of them is the students' knowledge assessment. The problem of assessment activity is one of the actual problems both in pedagogical theory and in pedagogical practice. In different periods of society, the measurement of the quality of education and upbringing of schoolchildren, as well as the expression of the results of these measurements, have always aroused the great interest of teachers, that's why there is a large number of definitions of this term.

According to Thomas A. Angelo, K. Patricia Cross, "Assessment is the process of gathering and analyzing information from a variety of sources to gain a deep understanding of what students know and understand as a result of learning and how they can apply this knowledge and understanding" [4].

Having studied various definitions of the assessment process and taking into consideration the modern requirements of the competent approach, it was determined that the assessment does not reflect the result of the acquiring knowledge, but the process of it.

The main purpose of students' achievements is to determine the degree of assessment conformity to student's knowledge. The main function of the assessment is the analysis of the process, feedback, which allows to identify the features of the implementation of training and making appropriate corrections. Consequently, at the present stage of development, the process of evaluation of students is a constant component of the educational process and is also subject to development.

The main component of the assessment process is its criteria, which allow making the educational process transparent and understandable for all its participants, as well as contributing to the objectification of evaluation. In the educational process, the criteria are set by the teacher in accordance with the educational goals. The criteria established by the teacher bring clarity to the learning objectives, allow planning independent learning activities of students throughout the years of schooling. If students are given access to assessment criteria before they complete their learning activities, they can see the teacher's assessment methods. In order the assessment process is confirmed to the planned changes, it is necessary to diversify the means, technologies, and tools of the educational process. In this regard, the study of international experience is relevant to the Kazakhstani system of secondary and higher education. By using assessment criteria, students can organize their efforts to meet the requirements for the performance of the assessed work.

Today «Nazarbayev intellectual school" is the main source of using formative and summative assessments of students ', in order to check students progress, within the updated content of the curriculum. The level of the criterion is high enough to be used in general and secondary schools. Therefore, teachers have to adjust the criteria and adapt them to the level of students. Insufficient methodological basis for assessment contributed to making a set of assessment tasks for the 6th-grade students of secondary school.

The example of a model of summative assessment under the section “Holidays and Travel” is given below:

Summative assessment for the unit “Holidays and Travel”

Assessment criteria

- Identify the meaning and details of the reading text
- Write a text adhering to the layout and format of a given genre with some support
- Apply correct spelling of most high-frequency vocabulary
- ^{III} Apply present continuous forms with present and future meaning in the context and past continuous forms for background and interrupted past actions

Duration

20 minutes

Reading

Task 1. Read the text below and complete the task.

Summer Holidays

I always enjoy summer. Do you? In summer, I like to relax and forget about school. I don't have to get up early and I can see my friends any time I want.

I like to spend my holidays with my parents. We usually go somewhere with our parents. We love to swim, lie in the sun, but most of all I prefer going camping. We go to different places in Britain and sometimes abroad. In Britain, I like going to Devon, Somerset, and Scotland – but my favorite place of all is Yorkshire. It has lovely countryside and fantastic old buildings. The only problem is the weather!

Last summer, I had two holidays. One was in Somerset, in a little village by the sea, and another was in Naples, in Italy. I went with my mother to Italy – by train! It was unforgettable! *Sam, 12 Britain*

Mark the sentences True or False.

Example: Sam finds summer an enjoyable season. True

1. Sam usually has a relaxing timetable in summer. _____
2. Sam prefers not to remember about school during vacation time. _____
3. Sam wants to spend his holiday with his friends than with his parents. _____

4. Lying in the sun is Sam’s favorite activity during a holiday. ____
5. He dislikes weather in Yorkshire. ____
6. The most exciting experience was a trip to Somerset. ____

Writing

Task 2. Write a postcard to a friend. Include Greeting and closing sentence. Use Present Continuous tense.

The following questions will help you to organize your writing:

- What are you doing at the moment?
- Where are you staying?
- What’s the weather like?
- What are you going to do this evening/ tomorrow?

Example: My friends and I are leaving for Canada soon.

Dear

.....

.....

.....

.....

.....

.....

.....

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the meaning and details of the reading texts.	1	1.writes ‘True’;	1
		2.writes ‘True’;	1
		3.writes ‘False’;	1
		4.writes ‘False’;	1
		5.writes ‘True’;	1
		6.writes ‘False’;	1
Write a text adhering to the layout and format of a given genre with some support. Apply correct spelling of most high-frequency vocabulary. Apply present continuous forms with present and future meaning in the context and past continuous forms for background and interrupted past actions.	2	follows the structure of a postcard;	1
		writes greetings and closing sentence;	1
		spells most of the words correctly;	1
		uses present continuous tense in answers;	1
		uses topical vocabulary accurately.	1
Total marks			11

In conclusion, it should be noted that at the present stage of the learning process the role of assessment is of great importance. Competency-based approach and personally-oriented learning have defined different student’s view on the assessment process. In the updated content of the curriculum, an assessment not only checks the level of students, but also motivates them, and the established criteria make the educational process transparent and

more objective. So, the use of assessment technologies in the modern educational process leads to the improvement of the entire education in the nearest future.

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UDC 37.01.09

APPROACHES TO TEACHING INTROVERTS A FOREIGN LANGUAGE AND THEIR LEARNING NEEDS

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The aim of this article is to show that introverts and extroverts have different foreign language learning needs. Objectives of the article would be as follows:

- to characterize who introverts and extroverts are and how they differ from each other in the foreign language classroom;
- to analyze the instructions of the tasks that are used as part of an English lesson procedure;
- to suggest alternative instructions fitting the learning needs of introvert students.

Competence in a foreign language at this or that particular level (A1-C2) is a skill that allows one to use the language in different situations of communication. Like any other skill, it requires practice which would involve spending a lot of time on major foreign language skills such as reading, writing, listening and speaking. Speaking in the classroom in its turn would presuppose continuing interaction with other participants of the educational process. Thus, introverts may have some psychological difficulties that can cause stiffness, obsessive conditions or even panicking.

The Kazakhstani educational system, as well as most others, is designed for average learner needs. Upcoming trends of the last years, such as “NIS” programs, “Orleu” national center of education standards, British Council approaches and others aim to reach the educational needs of every student but they were not attained by every teacher in Kazakhstan so far and the problem of let us call it “student generalization” remains. It is very challenging for a teacher in Kazakhstani school to create best learning conditions for each student, because classes are large in the number of students, lessons are short and the program is wide.

The problem that we would like to discuss in this article is the problem of introversion of some students for who generalized instructions like “work in pairs” or generalized activities “speak to your group member” don’t work effectively. We recommend that, providing teachers realize this as a problem, they should try and solve it by:

- taking into account interests of both extroverted and introverted students;
- selecting the appropriate method that would be more effective;
- reshaping task instructions.

The terms introvert and extrovert were introduced by Carl Jung in 1921 [1]. According to the psychological dictionary, introversion (from Latin. intro — inward + versae, versie — turn; literally facing inwards) — a complex property of personality, commonly described as a tendency to avoid social contacts (uncommunicativeness, unsociable), aspiration for solitude, to focus not on the external and the internal world (feelings, thoughts, images). The complex traits of the introvert also include the desire for accuracy, pedantry, planning their actions; indecision, caution; responsibility [2]. Contrastively extroverts are characterized by optimism, impulsiveness, carelessness, inconstancy and desire to communicate.

Extroversion and introversion are primarily associated with the replenishment of human energy resources. Social interaction depletes introverts; they need to be alone to recover. Extroverts have the opposite effect: they need to interact with others to be in good shape. Many psychologists consider that introverts and extroverts learn differently [3]. According to the Watson-Glaser test, critical thinking and attention are better developed in introverts, so they exceed extroverts in these aspects.

However, extroverts tend to cope better in some cognitive tasks such as multi-tasking and working under time and social pressure[4]. They are able to do the assignments quickly, whereas introverts often work more deliberately and slowly focusing on one task at a time because they need to think carefully and work independently to best express their thoughts and ideas. It is possible to say that both introverts and extroverts have different foreign language learning needs (Table 1).

Extroverts	Introverts
When playing out dialogues: they are ready to perform in different roles, capable of improvisation.	When playing dialogues: they need clear roles with which they are familiar, should not be forced to think out something of their own, it is better to have templates, sample phrases and so on.
They like tasks in which they can play a scene, portray someone and use facial expressions and gestures.	They do not like the tasks in which they are forced to play roles (especially unknown to them) and act publicly.
They prefer working in groups.	They prefer working independently or in small groups.
They are active, talkative, emotional and quickly grasp the material. So they immediately try to apply it.	Introverts are afraid to make a mistake: they cannot bear the idea of being in a funny position, to say something imperfectly, to misunderstand. And so introverts prefer to keep quiet.
Wrong answers do not upset them; teacher's comments are quickly forgotten.	They answer only in case of confidence in the answer, and the more painful to hear that the answer was wrong.
They work at a high pace.	The work pace is quite low.
They have difficulties with grammar.	They know grammar better than extroverts.
They have a large active vocabulary, easily enter into communication.	They understand a lot, but cannot answer instantly and need time to think over their answers.

Table 1. Foreign language learning needs of extroverted and introverted students

Modern methods of teaching a foreign language are mainly focused on extroverts. As an example, I propose to familiarize with the tutorial “Inside Out for Advanced Students” by Ceri Jones & Tania Baston with Jon Hird. For example unit “Talk” on page 34 begins with questions that require one to enter into a conversation almost with every student in the classroom. These questions sound like this: “Find someone who is the most talkative member of their family”; “Find someone who has spoken in front of a crowd of 50 people or more”; “Find someone who has gossiped about someone today” [5, p. 34]. We see that this activity

proposes that students should start talking to each other almost instantly without any preparation.

The following exercise requires working in small groups and defining the word “conversation”. That is, without thinking it over, each member of the group should take part in compiling of the definition. Now exercise №3, which says “Without looking back at the dictionary definitions, answer the following question”. This means that students are to answer orally and in front of the whole class. Exercises № 5, 7, 8 also contain a task in which students have to work in a group or with a partner.

Imagine a modern classroom: desks are arranged in a circle so that students sit facing each other and perform group tasks. Even when writing an essay, where it is necessary to think solitarily, students are sometimes arranged to behave as “members of the commission”. And here is how foreign language lessons are held: a class with a large number of students must answer the teacher's questions. One need to answer correctly, otherwise the evaluation will be lower and respond publicly, loudly and barely thinking it over.

Thus, we see that the textbook “Inside Out” is abundant in speaking activities and group or pair tasks rather than individual ones. The learning material presupposes educational activities from the students not allowing them sufficient time for preparation, collecting their thoughts or choosing the language items they would need. So we see that the textbook is not oriented on introverted students and does not comply with their learning needs.

According to some surveys, the ideal student for most teachers is an extrovert. In most cases teachers tend to praise the sociable extrovert and undervalue the cautious introvert. However, the teaching approach which gives greater importance to extroverts does not appear to be ideal. Some of humanity's greatest minds have been introverts. For example: Isaac Newton, Charles Darwin, Siddhartha Gautama (the Buddha), J. K. Rowling, George Orwell, Franz Kafka, Arthur Schopenhauer, Bill Gates, Abraham Lincoln, Hillary Clinton and Albert Einstein.

Who Einstein is, every student knows, but almost no one knows that he was an introvert. In his time, he never got along very well with others and has always been shy and not very communicative. At the age of seven, he spoke poorly and could only utter small phrases. With such personality traits, one can hardly believe that this man would revolutionize the scientific world.

Thus, we want to state that there are, or very likely might be, introverted students in every class. Since extroverts and introverts are very different from each other in foreign language classes and need different types of exercises, it is suggested here to give alternative instructions for tasks, which are presented in the table below.

Instructions on the example of modern lesson plans from the website [6]	Alternative instructions
“Group work. Divide into groups of 4. Tell the partners in your group about a part of your body, what happened to it and what the result was. Fill in the table as in exercise 11”.	“Think about a part of your body, what happened to it and what the result was or you can compose your own story. Make some notes, if you want. Then divide into groups of 4 and tell the partners your real or fictional story”.
“Look at the picture. Why do these teenagers look pale and tired? Write your ideas using the modal verbs may/might. Read and compare your ideas with the others”.	“Look at the picture and think why these teenagers look pale and tired. Write your ideas using the modal verbs may/might. Exchange your works with a partner”.
“Read two different opinions about health.	“Read two different opinions about health.

Act out a conversation about smoking using facts from the texts”.	Then think carefully and formulate your opinion. Make some notes, if you want. Then act out a conversation between a doctor and a pupil about smoking using facts from the texts and your own opinions”.
Instructions on the example of the textbook «Inside Out»	Alternative instructions
“Work with a partner and answer the following questions”.	“Read the following questions, think carefully, make some notes and discuss them with a partner”.
“Work in small groups and discuss these questions”.	“Read these questions, answer them individually, and then discuss them in small groups”.
“Without looking back at the dictionary definitions, answer the following question”.	“Answer the questions yourself, make some notes. Report to your teacher, raising your hand”.

Table 2. Alternative instructions

There is little doubt whatsoever that modern group work activities are really useful in foreign language lessons and have a lot of advantages, however, it is very important to balance and combine group work with individual ones. Teachers should recognize the special needs of these two different groups in terms of their foreign language preferences and use appropriate approaches to the effective language acquisition.

In addition, teachers who understand the nature of introverts can create a more comfortable classroom environment that provokes introverted students to feel completely at ease. Taking into account the peculiarities of introverted students, it is necessary to devote an adequate amount of time to individual activities such as watching videos, listening to lectures, working on independent projects. As for public speaking activities, especially when teachers call on them randomly, without prior warning, they should be reduced. For example, this can be accomplished by designing sequence of students for responses so that introverted students can expect and prepare carefully for the answer.

I believe that there should be additional training for teachers in which they could be taught how to identify personality types of students and how to select the appropriate methods. Having knowledge of learners’ personality types enables teachers and learners to achieve high results in true teaching and learning of a foreign language.

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MOTIVATIONAL FOUNDATIONS OF PHRASEOLOGICAL UNITS (ON THE MATERIAL OF THE GERMAN FICTION AND LYRICS)

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The literary text is the most important object of study in linguistics and is of undoubted interest from the point of view of phraseology. With the help of contextual studies, it can be clearly explained what is the semantic-pragmatic connotation of phraseological units in comparison with the corresponding one-word lexeme (if there is one) or free, phraseologically unrelated expressions. The above mentioned points answer the following questions: Why do we need idioms? and What is their function in the vocabulary of the language?

Such types of short texts as headlines, horoscopes, comic stories, short stories about famous personalities or stories from their life, advertising headlines, aphorisms, quotes, etc. provide fertile ground for research. Various interesting author's modifications also motivate discussion.

Idioms are a very popular lexical tool due to their expressiveness, figurativeness, clarity and emotiveness. When choosing a phraseologism from another language, you can not immediately understand if it is appropriate for the situation, if you do not know exactly under which communicative condition it is considered to be suitable, usable.

The correct usage of a phraseological unit depends on, for example, the type of communication (oral or written), the type of communication sphere (science, everyday speech, press and journalism, writing language), the type of relationship between communicators (official, informal), communication themes (sports, family, work).

Many phraseological units are not stylistically neutral, but belong to other stylistic layers above or below neutral (everyday, abusive, poetic, vulgar). This point affects their preference or restriction in use. If they are used correctly in the text, they are able to act as "*das Salz in der Suppe*" (to be an important component, to approach as well as possible), to make the expression natural, to promote the comic play of words, to influence a positive impression, perception and visibility, to claim on creativity and originality due to an unusual modification of use.

As mentioned above, idioms are often used for puns. It is based on the so-called change of the value plane, which means the phraseological phrase in the text is also updated in its literal meaning, i.e. simultaneously refers to both values. As in the following comic children's history with phraseological wordplay:

Der kleine Tim hat beim Spielen das Blumenbeet des Hausmeisters zertrampelt. Der Hausmeister hat sich bei Tims Mutter beschwert. Am nächsten Tag fragt er den Jungen: "Sag mal, Tim, hat dir deine Mutter eigentlich gestern die Leviten gelesen?" – "Nein. Sie langweilt mich jeden Abend mit Grimms Märchen." [1]

Hope you managed to laugh at this joke, if not then you got lost in this wordplay. So, if the wordplay for the reader remains hidden, it has only one basis for it - ignorance of the phraseologism used here. In this case, you should use the dictionary.

Phraseologism *jmdm. die Leviten lesen* means that because of reprehensible behavior, someone is called to order, is scolded. Since little Tim was obviously not familiar with this figure of speech, he understood the combination of the words *die Leviten lesen* literally. The joke is based, however, on the alternation of phraseological and literal meanings, i.e. changing the value plane.

Journalists eagerly use idioms to give their texts liveliness and expressiveness. Using unusual modifications (reductions, substitutions, expansions) and alternation of the value plane, they achieve originality and humor of texts, use speech turns as a means of text integration, as in the following headline *Morgenstund' hat viel im Mund*. The headline of a newspaper article on the topic of healthy eating indicates that the day should begin regularly with breakfast. The well-known proverb *Morgenstund' hat Gold im Mund* serves as the basis. However, the heading should be interpreted as follows: Whoever intends to work productively during the day should get up early and, according to nutritionists, have a regular breakfast.

Another vivid example from the women's magazine "Brigitte" [2]: *Für dich läuft diese Woche alles wie am Schnürchen. Du bist fit wie ein Turnschuh und extrem kreativ. Völlig egal, was du machst, du hast Erfolg.*

The humorous effect of the next story is achieved through the simultaneous updating of the phraseological and literal meaning of the phraseological unit *auf eigenen Füßen stehen*. It means being independent, financially independent in a phraseological sense:

Der Schriftsteller Paul Heyse (1830 – 1914) stand einmal in einer überfüllten Straßenbahn. Ein junger Mann trat ihm auf den Fuß und blieb darauf stehen. Heyse klopfte diesem auf die Schulter und fragte: "Sagen Sie, junger Freund, wie alt sind Sie denn?" Der junge Mann schaute den Dichter zuerst groß an und antwortete dann: "Zwanzig Jahre." Da lächelte Heyse und sagte: "Das dachte ich mir. Aber ich meine, Sie könnten in diesem Alter schon auf eigenen Füßen stehen." [3]

To the question of the functioning of phraseological units in the literary text, which also include the lyrics, there are some works. For example, Niels Bernstein identifies four functions that are defined as interpretative approaches to poems through the use of phraseological terms [4]: thematic development, deployment, language sensitization and language criticism, comedy, violation of the laws of lyricism.

With regard to rock-texts, Hartmut Lenk distinguishes three main types of use of phraseological units [5]: the economical use of only a few phraseological units, everyday use, which mainly presupposes other methods of more or less poetic production of texts, humorous use with unusual modification and contextualization, or comparison of usual and occasional metaphors.

Classes focused on working with text and communication on the example of authentic texts are already an established requirement. Although literary texts of poetic content are rarely considered in the classroom from the point of view of phraseology, there are some didactic developments on the use of phraseological units in similar literary texts. [6]

From the huge amount of German music we would like to highlight the texts of Johannes Kirchberg, Prince and Peter Fox as a model for the phrase-didactic approach to the lyrics of songs. The texts of these performers contain the gaming use of phraseological units and the above-mentioned interpretative approaches.

It also makes sense to use the texts of these songs in the classes because they have socio-cultural relevance and are easily incorporated into the themes of everyday life, such as love, age, relationships, family, fatherhood, environment, holidays, vehicles, etc. They serve as listening exercises, as a basis for discussion on relevant everyday topics, and also help to create a mood in the classes in which students can sing during the repeated listening. They are used for metalinguistic awareness of the diversity of vocabulary in terms of form, meaning, function of idioms or other lexical material.

The texts of Johannes Kirchberg are full of idioms, they are used for a wordplay in which pronunciation is used for a kind of discovery effect with a change from compositional to phraseological reading to achieve development goals in the text or vice versa, as in the example from the song "Heut' fahr' ich Rad" [7]:

- *Heut' fahr' ich Rad, heut' fahr' ich Rad, heut' fahr' ich Rad-Fahrer platt;*
 - *Ich hab' die Radfahrer satt, denn jeder Radfahrer hat doch nur ein Rad, doch nur ein Rad, doch nur ein, doch nur ein Rad ab;*
 - *Ich geb' Gas, ich fahr', ich bin auf hundertachtzig, zehn Sekunden später ist's mein Tacho auch.*

In the text of the Prince's song "Mein Fahrrad" [8] there is a play with various meanings and symbolic values of colors. The reason for the rejection of purple and brown colors and the preference for blue as the most suitable for his bicycle is justified by the use of the phraseological unit *blau sein* (*betrunken sein*) in the last line. The blue color in this expression acquires a completely different connotation:

Mein Fahrrad ist nicht lila, Denn das macht mich gar nicht an. Es ist auch nicht braun, Weil ich braun nicht leiden kann. Nein! Ich hab's blau angestrichen vom Sattel bis zum Schlauch Und ich find' das äußerst passend, denn blau bin ich manchmal auch!

The lyrics of Peter Fox have already been introduced into the classes in German as a foreign language. Some of them are didacticized in the Holm Buchner textbook "Schon mal gehört? Musik für Deutschlerner", which can be found on a special website that provides an opportunity to use the so-called "live book" [9], as well as use the Peter Fox site [10], where you can get acquainted with his work, listen to songs, watch videos. The themes of his songs reflect the living space of a big city, and the texts are very phraseological and contain everyday slang.

Advertising texts can be used as an interesting material for research on the subject of phraseological fullness, for example: *Die Liebe geht durch die Nase*. (Headline of a perfume advertisement); *Setzen Sie alles auf eine Karte - die BahnCard-Kreditkarte. Weitere Infos überall, wo es Fahrkarten gibt*. (GB-Advertising). [11]

Thus, for the study of literary text in order to identify and decode the idiom, you should choose different types of a textual material. Working with the texts of fiction is an important component in teaching foreign language vocabulary, but the use of additional sources, such as humor stories, horoscopes, article titles, songs, will only add diversity to everyday activities and awaken the interest of students distracted for a while from routine work with artistic texts.

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UDC 37.01.09

THE SYSTEM OF PHONETIC EXERCISES FOR THE FORMATION OF PHONETIC SKILLS OF THE ENGLISH LANGUAGE

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The development of teaching methods for improving pronunciation skills is an actual problem in the modern system of teaching any foreign language. Many first-year students who study English have a weak phonetic base and their skills need to be adjusted at the beginning of their studies.

To solve this problem, many higher educational institutions provide an introductory and remedial course. There is special methodical literature on the practical course in English phonetics and introductory courses, but they all have their own positive characteristics along with certain shortcomings in the systematic and sequential construction of educational material.

According to modern requirements for teaching phonetics, it is necessary to select the most effective phonetic exercises and to prepare such a system of phonetic exercises that reflects the Dublin descriptors system, which is the basis of practical training in foreign languages and other disciplines in the modern education system in the Republic of Kazakhstan.

According to the system of adaptation the educational materials from the perspective of the Dublin descriptors, it is possible to build a system of phonetic exercises aimed at developing more qualitative pronunciation skills in the English language. These descriptors are based on the final result in the students' knowledge and skills at the end of a certain cycle. They include five main stages of learning:

- **Knowledge and understanding.** Students will be able to demonstrate knowledge and understanding in the field of study formed on the basis of general secondary education and to include certain aspects related to the most advanced knowledge in the field of study.

- **Application of knowledge and understanding.** Students will be able to use their knowledge and understanding in a way that demonstrates a professional approach to work or a profession, and have competencies that are usually demonstrated through the formation and justification of arguments and problem solving within the field of study.

- **Making judgments.** Students will be able to collect and interpret information to make judgments based on social, ethical and scientific considerations.

- **Communication skills.** Students will be able to communicate information, ideas, problems and solutions, both to specialists and non-specialists.

- **Learning skills or learning ability.** Students acquire skill that are necessary to continue their studies with a high degree of autonomy.

For each descriptor there is an exercise aimed at the corresponding learning outcome.

Based on the descriptors given above the first group of exercises should include the exercises that develop understanding of sound articulation mechanisms and proper intonation.

Thus, students must first learn teacher's explanations and instructions. The teacher gives such instructions as "Learn the following methods of self-correction".

For example, [i:] is a monophthong, the closed sound of the front row, long and therefore tense. The tip of the tongue is located at the lower teeth, the lips are slightly stretched, the vocal cords are strained like in all other long vowels. Tense vocal cords can be controlled by attaching the back of the hand to the larynx. At first, pronounce the sound a little bit like [ы], and by the end it can sound like Russian [u].

By following the instruction and using a small mirror student can trace the articulation setting of speech organs for pronouncing a certain sound independently.

Teacher in a classroom can help students articulate sounds correctly. The sound is practiced through the exercises. The sounds are indicated by transcription symbols: [i:] - [bi:t], [pi:t], [si:t], [gi:v], [ti:m], [ki:p], [zi:].

It is logical that immediately after the corrective exercises it is also necessary to provide students with the opportunity to work out the positional length of the English vowels. It is known that the vowel [i] is longer in the open syllable, it is shorter in the closed syllable with a weak voiced consonant at the end and it is much shorter before a strong voiceless consonant: [li:] - [li:d] - [li:t].

Let's show another example with the diphthong [ei] and its length depending on the position in the word:

[mei] - [meid] - [meit] - the student can cope with the positional length of the vowel using a silent counting: "one, two, three" will correspond to the pronunciation in the open syllable, "one, two" will correspond to the pronouncing of the diphthong before the voiced consonant, "one" - before the voiceless consonant.

The second group of exercises includes training exercises in the pronunciation of sounds. These exercises are aimed at acquiring reading skills, for which you must first learn the reading rules. For example, Type I is an open syllable or closed syllable with unreadable e: [i:] - he, me, Pete, eve; Type II is a closed syllable: [e] - help, bed, red, pen, net, set; Type III is a stressed vowel with r: [ɜ:] - her, term, verse, serve, verb; Type IV is an open syllable with a stressed vowel with r and unpronounceable e at the end: [ɪə] - here, sphere, mere, fere.

Certain attention should be paid to the rules for reading digraphs and exceptions to the rules:

-ee - [i:] meet, been, see, zee, feet, tree, feel; **-ie** - [i:] piece, believe, - [aɪ] tie, die, pie;

-ei - [eɪ] eight, **[i:]** - (after the letter c) perceive, receive, deceive. **Exceptions:** [aɪ] - either, neither, height, eiderdown; [ɛə] - their; **-ea** - [i:] tea, sea, beat, read, eat, speak, teacher, cream, [e] - (before d, th, nt) head, bread, dead, ready, breath, death, meant. **Exceptions:** [eɪ] - break, great; [e] - breakfast, health, heavy, pleasant, weather, deaf; [i:] - read, lead; [ɑ:] - heart; [ɛə] - bear, wear, pear, swear; [ə:] - early, learn, research, earth, pearl.

In these exercises, the orthoepic norm of words is given and it is assumed that the student will follow the mechanisms of producing English sounds, keeping in mind the corresponding instructions on the rules of reading. Below there is an example of such an exercise.

Read the following words in accordance to the rules of reading.

[i:] - *bede, meet, meat, piece, me, read*; **[e]** - *red, head, hen, bread, men, dead*.

Before reading, the student must remember the rules for reading vowels in these words. While reading, the student remembers the pronunciation and spelling features of each word. For example, the words *read* (infinitive form) and *dead* have the same combination of vowels in the root, but the pronunciation of these words is different. In these examples, there are both the use of the basic reading rule and the knowledge of the words that are exceptions to the rules.

This group of exercises can refer to the contrast of vowels of different rise of the tongue, length and consonants, differing in certain distinctive features, for example, voiced - voiceless. It is necessary to remind the student that, in contrast to the Russian language in English, the voiced consonants are lenis, and the voiceless are fortis.

Below there is an example of a training exercise:

Read the following words, note the contrast of sounds.

[i:] - [e] - *Pete - pet, mete - met, deme - dem, eat - edit*; **[e] - [eɪ]** *get - gate, pen - pain, ten - tape.*

This exercise helps students compare the pronunciation of one letter in different types of syllables and distinguish the pronunciation of different sounds that have similarities and differences in the oppositions studied.

The third group of exercises is the independent use of the material studied by students. These training exercises are aimed at the spelling of sounds, sound combinations and intonation. Thus, a student is brought to the independent use of the elements of communicative production of the existing pronunciation skills and the further reinforcement of the established phonetic skills of pronunciation. If a student faces certain difficulties, he can always check the reference book.

Consider a few examples of such exercises:

Put the following words into 3 columns depending on the positional length.

[li: s], [fi:], [bri:z], [bi:d], [ki:p], [mi:]; [bet], [bed], [step], [eb].

In this exercise, when allocating words, the student independently determines the positional length of each word: *[mi:] - [li:s] - [bri:z]; [fi:] - [bi:d] - [ki:p]; [eb] - [step]; [bet] - [bed].*

Put the following words into the required lines in accordance with the rules of reading the stressed vowel. Read the words.

he, happy, he, seven, box, get, sad, nest, store, lesson, pencil, stand, band, plate, rock, fare, end, bad, eve, help, hot, better, bone, hare, stone, lamp, rate, came, smoke, lot.

[e] _____

[æ] _____

[ɒ] _____

[eɪ] _____

[əʊ] _____

[i:] _____

Doing these exercises student uses all his knowledge individually without teacher's support. They are aimed at improving the knowledge of the rules of percussive vowels, spelling and word transcription. The student, while reading these words, identifies the stressed vowel letter and records it in a line with the corresponding sound.

Read and write down the transcription of the following words.

help, from, may, spot, base, lay, set, no, he, gate, hate, Pete, rave, game, doll, rat, low, fat, lot, map, cat, vote, bank, eve, on, sand, hat, bone, net, snack, not, clap, red, hand, hope, row, fake, hot, hop, me, bed, pen, bake, of, heel.

This exercise is also aimed at perfecting the knowledge of the rules of reading shock vowels, spelling and word transcription. Unlike the previous one, this exercise is more difficult because student writes the transcription of the entire word independently.

The fourth group of exercises includes all those that develop the students' communication skills and are connected with various types of speech activity: the perception of sounds and intonation by ear, the formation of written skills and the production of oral utterances (short dialogues and monologues proposed by the teacher), i.e. prepared speech. These can be dictations, listening to different texts, reading and reproducing certain dialogs, etc.

Dictation. Listen and write down the words.

Snack, top, save, rain, hop, cat, Dave, boss, stay, brave, met, meet, read, deck, have, eight, lake, cock, nose.

This exercise develops the skills of perception of speech and combines all the knowledge of spelling. The teacher dictates these words, the student writes the words, recalling the material that he learned.

Listen to the dialogue. Insert the missing words. Read the dialogue. Mark the sounds you learned.

*A: I want to **eat** something.*

*B: **Me** too.*

*A: Should **we** go to **café**?*

*B: Can **we** go a little bit later, **please**? I **need** to finish this **deal**.*

*A; **Ok**, I'll wait for you.*

*B: Thanks, you're a **nice** friend.*

This exercise is also used while developing the skills of perception of speech and using the knowledge of spelling. In this exercise, the student focuses on certain words, which enhances his concentration.

The fifth group of exercises is focused on creative speech patterns and writing.

Make 5-7 phrases or a dialogue using sounds you have learned and prepare to read them to the group. Group can evaluate the accuracy of pronunciation skills.

This exercise reinforces the acquired skills and aims to create spontaneous, situational communicative units of oral and written speech for an individual and a group. Students independently compile phrases in which the sounds studied are used. This exercise shows how whether the student has come to understand the learned material.

Thus, based on the sound articulation mechanisms and intonation in the native and English languages, as well as on the system of exercises prepared in accordance with the Dublin learning descriptors, it is possible to correct the existing shortcomings associated with the interference of the native language in the pronunciation of students who study and learn English.

Learning the correct pronunciation of sounds and intonation covers some aspects of spelling, which also improves the level of students' pronunciation and orthoepic skills.

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LESSON STUDY AS A TOOL OF TEACHERS' PROFESSIONAL DEVELOPMENT IN THE FRAMEWORK OF THE UPDATED CONTENT OF THE EDUCATION CURRICULUM

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*Lesson study is a simple idea.
If you want to improve learning,
what could be more obvious
than collaborating with other teachers
by planning, observing and reflecting on the lessons?[2]
(Lewis, 2002)*

The updated content of the education curriculum involves the close cooperation of teachers teaching different subjects. An integrated approach in learning enables students to see a complete picture of the world. Therefore, the teachers of the new model face the challenge of constantly improving their own professional development. One of the ways to solve this problem can be an approach such as lesson study, in which teachers can work together, exchange innovative and effective ideas, thereby enhancing the influence of the approaches used in practical activities in teaching and learning.

The key characteristics of the "Lesson Study" are creativity and scientific accuracy. Creativity is determined by teachers working together to develop new approaches of teaching, and scientific accuracy involves collecting data on student learning that will confirm the effectiveness of the approaches used.

Lesson Study is a pedagogical approach that characterizes a special form of research in action in class, aimed at improving knowledge in the field of teachers' practice. The group of teachers who participate in a Lesson Study plan collaboratively, teach, observe, analyze learning and teaching and record their findings. When teaching a series of planned lessons, teachers can innovate or improve pedagogical approaches.[1]

There are four main stages on which the lesson study is based: collaborative planning, conducting and observing lessons, interviewing students, and discussing the results of the observation by the teachers participating in the study. This process is cyclical, depending on the number of lessons taught.

A particular difficulty at the initial stage of the Lesson Study a teacher may face is defining the problem issue, i.e. study fields. This problem is quite relevant because it is this question that stops many teachers from participating in research.

To solve the problem of determining the field of research it is possible to refer to the Self –concept development [5], which consists of a combination of several aspects. They are the affective aspect, or how we perceive ourselves as students; the social aspect, or learning through social learning; and the cognitive aspect or in other words, what we know and what we can do about the subject.

Based on this concept, when defining the problem field of research, it is necessary to move from learning goals to teaching goals, thereby improving the quality of one's own teaching.

Another additional tool for determining field of research can be the so-called "balance wheel", which can help in the detailed definition of a problem in a particular class or group of students. This wheel of balance displays those areas of study, in which problems often arise, both among students and in the teaching of a specific academic subject. After analyzing

possible problems among the students of a particular class and evaluating them according to a given gradation, from 1 to 10, it becomes visually obvious in which field of activity there are really problems. This approach helps to formulate a research question more accurately and begin work in the direction connected to the problem.

The problem will be investigated through changing the practice of the teacher, the selection of educational technologies, methods, strategies or techniques.

During the lessons in the framework of the Lesson Study, a group of teachers consisting of 3-5 teachers collect and use data to confirm the existence of a problem in a given class and determine the pedagogical techniques adequate to the chosen focus of work at collaborative sessions. The teachers also identify three students to observe at the lessons, who are typical representatives of "weak", "average" and "strong" groups of students and collaboratively plan the study of the lessons, during which it will be possible to identify the effects of the techniques used.

Lesson research, as a tool of a teacher's professional development, helps create a supportive educational environment for teaching and facilitates educating in a harmoniously developed student's personality, as well as creates an ongoing working group of teachers as part of the Lesson study and allows teachers to pay attention to and analyze problems that arise in a particular class. Also a positive factor is the opportunity to see and understand how it is possible to change the planning in order to meet the needs of our students.

Teachers involved in the Lesson Study improve those areas in teaching where they feel less confident, rather than just skillfully demonstrate their strengths.

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UDC 372.881.111

USING SONGS AT ENGLISH CASSES

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The value of the song in the motivation to learn English is obvious. The song involves non-traditional activities in the classroom. It is an invaluable tool to develop students' abilities in listening, speaking, reading and writing. Songs can be used to teach students different types of language analysis, to work out pronunciation, rhythm, to consolidate vocabulary. Learning English through songs also provides a positive atmosphere in the classroom: «Songs offer a change from routine classroom activities. They are invaluable tools to develop students' abilities in listening, speaking, reading, and writing. Teachers and students alike find singing songs entertaining and relaxing» [1, с. 8]. When teachers select didactic material, it is necessary to take into account the content, developing, educational significance of songs, as

well as texts which have methodological value in terms of grammatical and lexical content. Yermash G. L. notes: "the Criterion of artistic value for the selection of song material in aesthetics and artistic criticism assumes the presence of the following components in this material, which have a certain significance: thematic, ideological, stylistic, socio - aesthetic effectiveness, creative value" [2, p. 125].

Although the communicative approach has become the main one in language teaching, students are still passive "consumers" of knowledge and play a passive role in the choice of the studied material and teaching methods. Teachers are encouraged to allow students to participate in the development, selection of material for them, should involve students in the work through the material. It will not only increase the responsibility of students, but also allow them to become experts in performing tasks that they prepare themselves.

This article analyzes several activities that combine the use of songs and educational materials selected by students. It shows how students can be involved in performing creative tasks with the effective use of songs.

The following activities use songs as the main material for learning. Teachers at the first stage carefully follow the language and grammar exercises, clearly formulate the requirements. Then students are invited to come up with such tasks after the teacher's speech and perform songs, make mini-presentations to their work. Tasks consist of various forms and correspond to taste, style and opportunities of students. The number of tasks can vary from one or two simple exercises and more. It depends on students' level.

Exercise 1

The purpose of this task is to contribute to the development of students' ability to perceive by ear the short forms of verbs such as I'm, I've, I'll, etc., to identify differences between long and short vowels in the words: been, Billy, seek, in, leave, is, sixty, thing, etc. For the work we chose a song

«Billy Boy»

Oh, where have you been, Billy Boy, Billy Boy,
Oh, where have you been, charming Billy?
I have been to seek a wife, she's the joy of my life,
She's a young thing and cannot leave her mother.
[Lyrics from: hwww.lyricsmode.com/lyrics/c/child/billy_boy_english.html]
Did she ask you to come in, Billy Boy, Billy Boy,
Did she ask you to come in, charming Billy?
Yes, she asked me to come in, there's a dimple in her chin.
She's a young thing and cannot leave her mother.

Can she make a cherry pie, Billy Boy, Billy Boy,
Can she make a cherry pie, charming Billy?
She can make a cherry pie, quick as a cat can wink an eye,
She's a young thing and cannot leave her mother.
How old is she, Billy Boy, Billy Boy,
How old is she, charming Billy?
Three times six and four times seven, twenty-eight and eleven,
She's a young thing and cannot leave her mother.

Exercise 2

Students are offered a poetic version of the song with missing words. They are asked to look through the text of the song and try to guess the correct option.

After that, the teacher explains the meaning of difficult words and asks students to read the correct version of the song, asks a few simple questions to check the understanding of the text.

Students can listen to the song 3 times: the first time-the whole song to check missing words, the second time - to fill in all the gaps, the third time- it should be a checking of understanding the lyrics. The teacher discusses the answers with the students and practices the pronunciation of words, listening to music clip. It is recommended for the students to sing themselves afterwards.

Exercise 3

The goals of this task are to help students to understand the content of the song better, to prepare students for the creative writing task. Students should perform characters of this song, for example, to present themselves as a mother or Billy. Some students in the group should represent the mother, who is interested in her future daughter-in-law. Like any mother, she dreams of finding a well-mannered wife for her son: ("Did she ask you to come in?"), beautiful ("How tall is she?"), a good hostess ("Can she bake a cherry pie?" "Can she make a feather bed? "). The other students represent the son, who answers the mother's questions.

Exercise 4

The next task can be done in groups. Each group is invited to record the conversation of the mother and her son or mother and her future daughter-in-law at the first meeting. Students can share their ideas about this meeting. As a result, this task can be presented as role-play.

Not all students can prepare written creative tasks. The given task depends on students' level. There are some exercises that every student can cope with. One of them is gap filling according to the text of the song.

Exercise 5

It is possible to offer such task which is directed to stimulation of students' imagination. The teacher offers lexical units from different verses of the song to each group on the cards.

seek	wife	
leave	charming	life

Students should make up a story using these words. The teacher explains difficult words and demonstrates the sample of the story with the given words.

Billy is twenty years old. He has got a wife. She is a very charming woman. One day the woman leaves the house. Billy decided to seek her...
--

Students work in groups on their own story, trying to use all the words from the proposed verse. After the completing their tasks, each group presents its story. As a result, the teacher offers to compare their stories with the original song. Students should use such grammar as Present Simple, Past Simple etc. This task is useful for students with low level of knowledge.

According to these tasks students carry out the following activities: listening, reading, speaking, and writing.

Such a methodical technique as a song component is a fascinating and stress-relieving exercise for students. According to O. E. Romanovskaya, "the inclusion of song material and especially musical and poetic folklore in the teaching of foreign languages provides great opportunities not only for the enrichment of language material and cultural information, but also for the education and development of students" [3, p. 18]

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UDC 372.881.111

BILINGUAL'S LINGUISTIC PERSONALITY FORMATION

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Nowadays, the strengthening of economic, political and cultural relations between various countries of the world has changed and continues to change the conditions for the functioning of languages, requiring language policy objects from objects, along with the revival preservation and dissemination of the native language of learning and mastering a foreign language. To date, within the framework of language planning, special attention is paid to the intensive development of the state, Kazakh language and teaching English as the language of international communication. It should be noted that competent knowledge of oral and written speech in the native Kazakh language significantly increases the efficiency of mastering English, since two language systems' conscious comparison avoids the influence of the native language.

Of course, for the English language's optimal functioning, for example, in the business sphere, the relevant level of its possession is also important. In this regard, the English implementing into the entire the state's educational system inevitably faces extralinguistic and psycholinguistic problems. The issues of extra-linguistic problems include the quality of teaching, the quality of textbooks, the conditions for learning a language, etc., and the psycholinguistic ones - the innate ability to master languages, the degree of proficiency in the language, the influence of the native language, etc. Although the quality of teaching and the use of appropriate textbooks are basic successful mastering of English, an equally important role, in our opinion, is played by the psycholinguistic factor, which consists in breaking the correlation between the rules of the mother tongue and being studied of languages at the elementary level. This is manifested in the distortion of the language's structure being studied during speech production, which is the result of the native language's influence, resulting in interference (from the Latin. Inter - between + ferens - carrying, carrying). Within the framework our country's language policy and the results of our work, the problem of preventing interfering errors when learning a foreign language is actualized, and the main interest for us is the interference of the native, Kazakh language when learning English at the lexical and grammatical level. To effectively solve this problem, first of all, it is necessary to

conduct a series of studies aimed at predicting interference in order to identify the potential causes native language's interfering influence. It should be emphasized that the fundamental differences in the structures Kazakh and English languages' vocabulary and morphology are due to the fact that these languages belong to typologically and genealogically different languages.

Based on the analysis of the Republic of Kazakhstan's linguistic situation at the present stage, it is possible to consider the conditions under which bilingual's linguistic personality formation is being considered. The conditions, in which the Kazakh bilingual studies a foreign language, have a definite influence on his language behavior. It would be an oversimplification to assume that Kazakh, as the bilingual's native language, is the only language in contact with the English language being studied. Taking into account the real language situation in our country, it should be noted that the mastery of English, along with native Kazakh, can also be influenced by Russian, which is widely spoken in Kazakhstan and is consistently fixed in the Kazakh bilingual mind. It should be taken into account that the constant Kazakh-speaking cultural family-household and school environment, plus the mastery of the Kazakh language from early childhood, determine its place in the bilingual consciousness as the dominant one. It is known that the language's dominance is a complex combination of factors. Based on this, the primary task is to establish which language is the main language for its carrier, and hence the main source of interference. The criteria for determining the dominant language developed by W. Weinreich (by comparative perfection of language proficiency; by method of use; by order of study and age; by role in the speaker's public progress; by role in communication) allowed to determine the dominant language of the considered linguistic identity.

According to the first four criteria, at the initial stage of mastering English, the native Kazakh language is dominant,

- 1) since the student speaks it better than Russian,
- 2) the student uses it both verbally and written language, while Russian is mainly used orally,
- 3) the Kazakh language learned in childhood dominates the bilingual consciousness compared to Russian, which is absorbed much later,
- 4) in accordance with the language policy of the Republic of Kazakhstan, public opinion is actively being formed on the need to know the native language and culture of their ethnic group.

The camp is actively shaping public opinion about the need to know the native language and culture of its ethnic group. Knowledge of the Kazakh language is one of the conditions for successful advancement along the social scale and strengthens its importance in the mind of bilingual. As for the last point, at the beginning of the bilingual curriculum the student can potentially use both languages, but more often resort to the native one due to insufficiently formed speech skills in Russian. The significant role of the Russian language in communication with peers can significantly change his speech behavior, which by the end of the course will show a certain dominance of the Russian language, and consequently, a decrease in the influence of the Kazakh language in English and an increase in the influence of the Russian language.

It should be noted that these theoretical conclusions are not final and indisputable, since the problem involved requires more extensive and special study. Our attempt to determine the dominant language of bilingual is connected with the need to establish the main source of lexical and grammatical interference in English speaking bilingual language, which by the time of learning a given foreign language already speaks two languages in varying degrees. At the same time, there is a psychological dominance of the Kazakh language, which is manifested in its interfering influence on the mastery of a foreign (English) language. The

influence of the Russian language is minimal; therefore, the considered language personality is conditionally qualified as Kazakh-English bilingual.

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UDC 37.01.09

USING GAMES AS A MEANS OF EFFECTIVE MOTIVATION IN LEARNING

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In the process of teaching students of different ages, teachers often face the problem of encouraging children's activity and motivation in the classroom. It often happens that traditional methods of work do not contribute to the involvement of students in the educational process, and to the emergence of their cognitive and creative interest. This problem can be frequently encountered in teaching a foreign language to younger children. Due to the fact that learning a foreign language is a complex task, teachers now and then need to find ways of extra motivation of their students. It is recommended or even demanded by school administrations that teachers should use new technologies and invent new teaching methods so that students are comfortable and interested in the classroom.

The purpose of this article is to analyze and describe the possible results of the effectiveness of using games as means of extra motivation of students. It is reported that the use of a variety of non-standard techniques, such as game-based learning techniques helps to better learn the language.

The main activity of young children is playing games. But having come to school, the main activity of students of young age should be learning. In this case it is advised to include gaming techniques in the content of the lesson. It is known that the game, being a fascinating exercise, perfectly trains memory and develops speech. Even the most inactive and poorly trained students reveal enthusiasm about playing games in class, which ultimately has a good effect on their performance. Students may not fully realize that these games, actively used by their teacher, would be educational or didactic. Didactic games effectively motivate schoolchildren to further learn the language, actively replenish vocabulary, and develop their communication skills. According to D.B. Elkonin, "the human game is an activity in which social relations between people outside the conditions of directly utilitarian activity are recreated"[1]. Didactic games allow the student to be emotionally relaxed and feel comfortable in the process of mastering a foreign language.

It is very important to correctly convey to the younger students certain rules, since their non-observance will lead to violation of discipline in the classroom. Hence, the educational function, which is to cultivate such qualities as a humane and respectful attitude towards the

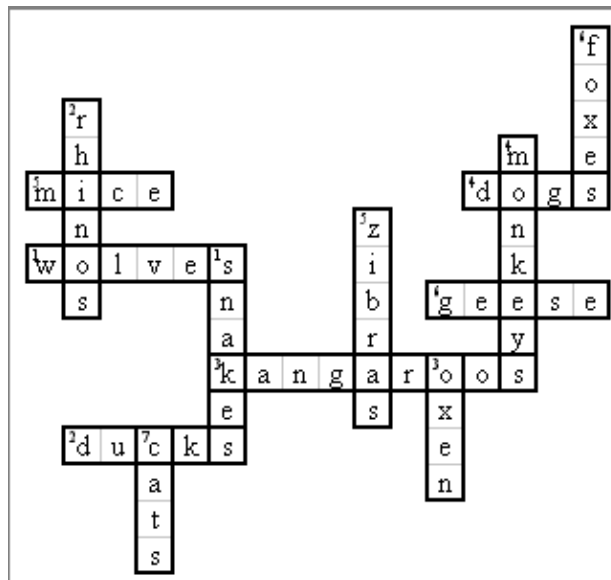
partner in the game, also develops a sense of mutual assistance and mutual support, the ability to work in pairs, in teams and groups. Also, students can try on different roles for themselves, for example, acting out a dialogue.

We recommend crossword puzzles for enriching the vocabulary of students, in an English class. Crossword puzzles are also related to variations of didactic games. This technique contributes to developing motivation, expanding lexical vocabulary and enriching knowledge about the word. Crossword puzzles can be compiled on the material of sights, monuments of architecture or about famous personalities related to the history of English-speaking countries. At the same time, tasks and concepts can be collected not only from one lexical topic, but from the entire section of the textbook. In this case, the implementation of such tasks will be aimed at the revision of the learned lexical material. In drawing up a crossword puzzle, it is also necessary to take into account the degree of preparation and the level of knowledge of each student. To consolidate the lexical theme "Wild life" you can do the following crossword puzzle (Picture 1).

Crossword puzzle on plurals with “wild life” vocabulary

Give the plural of the following animals:

Horizontally: 1. Wolf 2. Duck 3. Kangaroo 4. Dog 5. Mouse 6. Goose. Vertically: 1. Snake 2. Rhino 3. Ox 4. Monkey 5. Zebra 6. Fox 7. Cat [3].



Picture 1 – Crossword puzzle on plurals with “wild life” vocabulary

Game “Hide-and-Seek”

Children draw on a piece of paper the ordinary squares, which would be their rooms. In the room: a table, a sofa, an armchair, a rug, a bed, and a bookshelf. Lead round the circle place, say for armchair, where they hid. Turning to each other, try to find out where a classmate is hidden by asking: “Are you under the armchair?” “Are you behind the sofa?” until you have guessed correctly.

In the next lesson, you can consolidate the obtained knowledge through the same game, but slightly changing the condition of it. One student is selected and is asked to leave the class. Teacher hides any subject in the classroom [2].

- Teacher: “Where is the pen?”
- A student: “The pen is **under the bag.**”
- Student 1: “No, it is not.”

- A student: “The pen is **in the table.**”
- Student 2: “No, it is not.”
- A student: “The pen is **in your desk,** Katya.”
- Katya: “Yes, it is!”

This game causes positive emotions in younger students, engages all the participants in the game, and facilitates quick and efficient learning of certain lexical material (prepositions). The developing aspect is: development of attention (playing hide and seek); development of memory (work with vocabulary, with the scheme); development of thinking skills. Also, this method fosters a culture of communication and interaction in the classroom.

Pantomime provides many possibilities: both in repetition of vocabulary and in speaking skills. With the help of gestures and movements, students play out a situation that shows not only actions, but also mood. By changing the facial expression, you can show different feelings: happiness, sadness, fear, confusion, confusion, surprise, apathy and indifference.

The purpose of the game "Pantomime" - training of students in the use of vocabulary with elements of pantomime. The group is divided into two teams. Each student of one of the teams receives a card on which a word is written in English. The task is given: by means of pantomime to show what the word means. Opponents (another team) are trying to guess the word. Some words are suggested, for example: to knit, to lay the table, a plane [4].

For a more visual analysis of the games I have selected, I propose this comparative table, which perfectly reflects the educational value, psychological value and communicative value.

Learning values	“Crossword puzzle”	“Hide and Seek”	“Pantomime”
Educational value	1.Vocabulary building 2.Spelling skills 3.Reading skills 4.Word comprehension skills 5.Dictionary skills 6.Reasoning skills	Development of attention Memory development (work with vocabulary, with the scheme) Development of thinking (work with the scheme by analogy)	Development of language guesses Speaking skills
Psychological value	Relaxation Creating a relaxed atmosphere Free communication	Overcoming weirdness and tension of student. Self-development and self-expression	It contributes to the emancipation of students in a lesson Enables an unsure student to overcome the fear barrier, solves the problem of unwillingness or ignorance of what and how to say.
Communicative value	Work in pairs Group work Free exchange of information, opinions	Free communication Group work	Nurturing aspect: Culture of communication and interaction at the lesson Interpersonal communication

Table 1 – Learning values

Thus, having studied the role and effectiveness of game techniques in the learning process and showing the need for the use of didactic games in English lessons, we can conclude that the educational, communicative and psychological value of games in the learning process is very high. The game is an excellent way to increase the motivation of students, to make them work actively in the classroom. After a hard oral exercise or other tedious activity, a fun game is the perfect opportunity to relax.

As a result, we conclude that:

- the use of foreign language lessons games and game moments, is an important method to stimulate the motivation of educational and cognitive activity of students;
- no matter how active the teacher is, there are always moments when the students' attention is scattered. The game increases attention, animates, improves perception.
- games help relieve tension. A shy and weak student will feel more confident and will participate in the game more actively if the goal of the game is just to have fun, and not to count points and win.
- the educational, communicative and psychological value of using games in foreign lessons has been proved;
- the proposed methodology shows the effectiveness of game methods in foreign language classes to stimulate the motivation of educational and cognitive activity of students.

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UDC 81-13

THE USE OF THE CONTENT-LANGUAGE INTEGRATION IN TEACHING ENGLISH IN KAZAKHSTAN'S NEW EDUCATIONAL SPHERE

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Modern Kazakhstan society is characterized by social modernization and striving for global integration processes, where the leading position in the process of modernization is education. Today, education is recognized as one of the most important priorities of the “Kazakhstan-2050” Strategy. As the President of the Republic of Kazakhstan N. Nazarbayev mentioned: “The young generation should study, acquire new knowledge, gain new skills, and employ knowledge skillfully and effectively and technology in everyday life”[1].

In the modern world, the issues of person's socialization in intercultural and international spheres are becoming priority and proficiency in a foreign language, especially English, is considered as one of the tools to extend professional knowledge and capabilities.

In this regard, there are new educational technologies for teaching foreign languages. One of these technologies, in our opinion, is Content and Language Integrated Learning (CLIL).

The term CLIL was coined by David Marsh, an English professor working in Finland. "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language"[2]. Implementing CLIL technology, it is necessary to consider 4 Cs. D. Marsh in the work "Content and Language Integrated Learning" gives a detailed description of all the elements:

- Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum;
- Communication - Using language to learn whilst learning to use language;
- Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language;
- Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self [3].

Having studied theoretical and practical works on the CLIL technology, we identified some advantages and problems of its implementation in the educational process in the Republic of Kazakhstan.

According to many methodologists, one of the advantages of this approach is the absence of restrictions in improving language skills and subject knowledge, that allows students to develop their intercultural knowledge. Also, it is noted that the technology of content-language integrated learning is not new in Europe, such countries as Finland, Hungary, Estonia, Lithuania are practicing successfully it in their schools. The technology itself helps to use innovative methods, new technologies and other learning strategies, increases motivation to study subjects in English. An important aspect is that CLIL provides an opportunity to strengthen English learning without requiring additional hours in the curriculum.

Furthermore, content-language integrated learning increases students' motivation in learning English. The process of learning language becomes purposeful because language is used for solving specific communication tasks. Moreover, students have an opportunity to get to know and better understand the culture of learning language, so it leads to the formation of their socio-cultural competence.

The students pass through themselves a large amount of language material, representing a full immersion in the natural language environment.

Also, it should be noted, that study of various topics allows students to learn specific terms, certain language structures, which contributes to extension of students' subject vocabulary and prepares them for further study and application of the acquired knowledge and skills. All this is facilitated by carefully selected educational materials not only for the study of a particular subject but also for language learning: lexical units and grammatical structures, all activities such as reading, speaking, writing and listening.

We think that CLIL technology is relevant in Kazakhstan. The successful application of CLIL in European countries, as well as a huge amount of theoretical material, allows us to consider that this method is effective. However, in implementing it into the educational process, Kazakhstan teachers are faced with such a problem as the lack of learning material in English. According to this, for the realization of content-language integrated learning in secondary schools, it was decided to create tasks on the subject "Biology" in English for 8-grade students. Interest in the usage of new technology, increase the students' level of English and a good level of English by biology teacher led to effective collaboration. For creating this learning resource, we took into account the following requirements.

Firstly, the material's level of complexity on the subject should be lower than the level of knowledge in the native language.

Secondly, the material should be carefully selected and provided with a sufficient number of tasks for its understanding and acquirement.

Thirdly, the tasks should be created with an emphasis on the subject content.

Fourthly, the tasks should stimulate creative, independent and communicative activity in English.

As an example, we present the created material and tasks on the topic "Leaves, stems and roots".

Theme: «Leaves, stems and roots».

Grade: 8



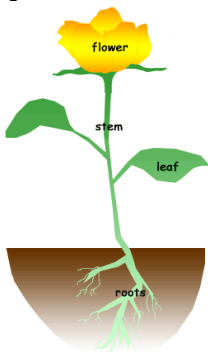
↑ Flowering plants come in all shapes and sizes.

Flowering plants come in all shapes and sizes. These plants make our planet colourful.

From space, you can see where most of the plants on the Earth grow. The patches coloured dark green are rainforests. They are hot, sunny and wet – perfect for trees. Grasses grow best in the areas coloured yellow, which are drier. The areas coloured orange get much less rain – only desert plants, such as cacti, can grow there.

Organs

Most flowerings have leaves, stems and roots. These organs work together to keep a plant alive. Flowering plants grow extra organs in flowers when they are ready to reproduce.

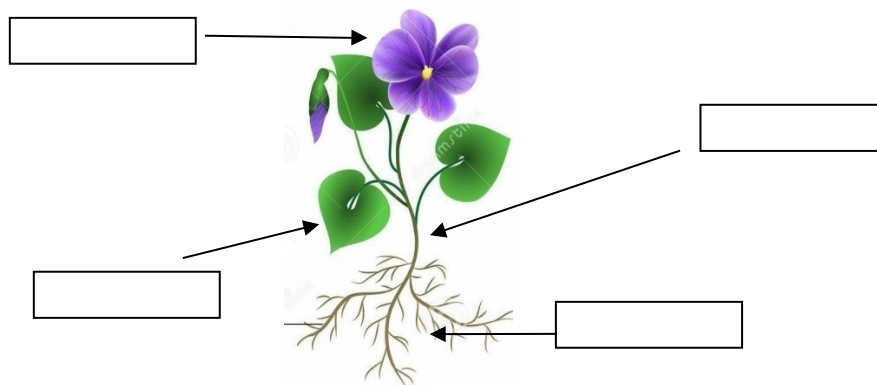


- **Leaves** absorb energy from sunlight and make the plant's food.
- The **stem** transports water and food and supports the leaves and flowers.
- **Roots** hold the plant in place and absorb water and minerals from the soil.
- **Flowers** produce seeds so that plant can reproduce.



Tasks:

1. The diagram shows a simple flowering plant. Label its four parts.



2. Read the following paragraph and fill the gaps with the words below. Use each word once, more than once or not at all.

flowers food leaves organ water stems minerals reproduce

Flowering plants have three organs all year round: roots, _____ and _____. They also develop _____ when they are ready to _____. Each plant _____ has a different function, but they work together to keep the plant alive. Roots take up water and _____ from the soil. Leaves absorb energy from sunlight and make _____. A stem holds up the _____ and transports _____ and _____ up from the roots.

3. Write each of the functions below in the correct column of the table.

<i>Allows reproduction</i>	<i>absorbs light</i>	<i>takes in minerals</i>	<i>makes food</i>
<i>Holds plant in place</i>	<i>provides support</i>	<i>produces seeds</i>	<i>takes in water</i>
Leaf	Stem	Root	Flower

4. The structure of each organ suits its function. Name the plant organ that is:

- A. wide and thin to absorb a lot of light. _____
- B. Tall and strong to provide a lot of support. _____
- C. Highly branched to spread through a large volume of soil. _____.

In conclusion, we may say that the implementation of CLIL reflects the process of modernization of education. The study and analysis of the topic show that the content-language integrated learning is an effective mechanism of realization of multilingual education. Integration of subjects and a foreign language is useful for teachers and students. Created learning material, which is based on CLIL technology can be used as a methodical resource for teachers and learning material for students.

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UDC 811. 111

TEACHING ENGLISH FOR ENGINEERS AND ABOUT THE NEW FORMS OF EXAMINATIONS

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Teaching professional English is based on the necessity of studying English according to the job factor and so that is different from teaching language for the general purposes. The English language performs the function of communication, education, and self-education,

being an instrument of collaboration and interaction in modern society. The majority of students are interested in the practical use of language not only as a means of communication, but also as the efficient and necessary instrument for becoming competent in the labour market. Consequently, the university should prepare students capable for working in the real circumstances of professional environment.

Science and technology development demands the profound professional knowledge, constant information exchange in the professional activity. English becomes a source for gaining experience and advanced knowledge, the necessary instrument for the professional growth. Foreign language skills are important for a creation of a successful professional career; it's necessary for a scientific and research activity, for doing business and communicating with foreign partners, for taking part in the international learning programs and entering the higher education institutions of other countries.

For our students more and more opportunities are opened for the participation on the international mobility and students' exchanges. A lot of students study in Poland, the Czech Republic, Latvia, the USA and other countries, where they practice the language and study the subjects which are close to their specialty.

Engineering English is a compulsory course for the second-year students of engineering and technology studying at our university. The teachers of engineering English wonder how to teach English for engineers being only the teachers of English and having the lack of experience or knowledge in engineering. The teacher's role in this case is not to present engineering concepts to the learners or to instruct them in engineering field. On the contrary, the objective is to develop their language skills within an engineering context: for listening and reading texts and for lexis in Grammar and vocabulary exercises.

Another complication is that students study the specifics of their profession on the third course and no one has any idea which kind of job he will perform in the future after graduating the university. Furthermore, the term "Engineer" has two rather distinct meanings, one of which is close to "technician" or "mechanic" (e.g. a photocopier repair engineer) and another which is closer to "designer". Then there are the numerous different kinds of engineer with wildly different fields of work and very special vocabulary. But there are also things that most kinds of engineer need to be able to understand, including:

- Special abbreviations
- Adjectives, e.g. positive ones like "corrosion-resistant" and negative ones like "rusty"
- Consequences / Cause and effect
- Directions, e.g. "horizontal" and "clockwise"
- Dimensions, plus other units of measurement like pressures and temperatures and other numbers
- Equipment and tools
- Modal verbs to describe health and safety requirements
- Manuals
- Materials
- Opposites, e.g. "loose"/ "tight" and "plug in"/ "unplug"
- Parts of things, e.g. handle, indicator/ Components and how they are put together
- Positions, e.g. "in the right corner"
- Presentations, e.g. of a design or to explain an engineering failure
- Processes, e.g. "The first stage is" and "After that"
- Shapes
- Reports
- Things that engineers do, e.g. "check" and "measure"
- Talking about projects, e.g. planning and progress checks
- Things that machine and devices do e.g. "process" and "remove"

- Troubleshooting conversations

Students' relation to an educational activity is defined by the corresponding motives: interest and practical use. Motivation plays a significant role in the process of learning language. Teaching methods should elicit learners' interest; involve them in an active work, develop their communicative skills, critical thinking and their creativeness.

Internet builds a new dimension in the education process in this era of globalization: by combining language education with technology education. Students can find much knowledge through communicative teaching method with the visual aids such as video clips, photos, etc. An interactive quiz comparing with a normal test gives more motivation to learners. Students acquire language when they have opportunities to use it in interaction with other speakers. That's why reading a hot topic from a newspaper and making a round-table discussion (available for advanced learners) will give learners more self-confidence in order to communicate, and teacher has the responsibility to help building the learner's confidence.

. The basic purpose of this is to focus on sound, text images, videos, animation and interesting context that can be created and accessed from electronic devices such as computer, mp3 players, cell- phones, and iPods. The teacher uses multimedia to modify the contents of the material. It will help a teacher to represent material in a more meaningful way, using different media elements.

Moreover, by using multimedia in the classroom, students can understand better the lessons by cultivating self-thinking ability with integration of four skills: Listening, Speaking, Reading, and Writing.

Future engineers have to be able to describe the technical device, give its characteristic, know the principles of operation, and prove advantages or shortcomings. On the lessons I often use the method "laboratory work". For example, when studying "Electricity and magnetism" for the laboratory work I suggest to do the experiment with a magnet: to define and demonstrate its properties; measuring devices, such as a caliper or monometers for measuring blood pressure. It was offered to compare the operation of the mechanical and automatic device. Such activity attracts more interest, than just reading special texts.

I pay much attention working with a vocabulary, with special terms. We use cards, associations, logical chains for the best storing. This year we have created terms card file which is replenished during all course. At any time, each student can check himself and learn amount of terms which is active for this period. At the end of each semester students pass the vocabulary minimum, so students form their terminology database.

A project activity is one of the methods, which is used on the lessons for the developing learners' creativity and independence in the problem identification and solving. One of such projects was called: "Importance of being competent". Students created the model of a successful expert of engineering on their specialization. They defined what knowledge and abilities an upgraded engineer has to possess working with up to date equipment; designated leader traits, initiative and responsibility. Having prepared for projects, students were offered to work with a "Cluster" which they used at projects defending. This method helps to systematize collected material.

Working with students of specialties: "Instrument Making Engineering" and "Radio, Electronic Engineering and Telecommunication", it became necessary to introduce the new forms of examinations in an educational process. One of them is "Demonstration of professional skills with the use of technical devices" where students demonstrate the operation of different devices, describe their functions, advantages and disadvantages, and speak about their role in modern technological environment. The other form is «Laboratory work" which is carried out at laboratories of the university with the use of a universal stand on which students model professional situations:

1. Soldering iron and its functions

2. Operation research of a light sensor with use of a laboratory stand
3. Device for a satellite plate control
4. Multimeter
5. Program creation for the traffic light operation with use of a laboratory stand.

The purpose of such examinations is the practical application of the acquired knowledge and skills. It is necessary to demonstrate skills of speaking according to the language level – B2.

In this article the learning environment which is necessary for the successful competence formation when studying professional foreign language is described and also the methods which help to realize students' creative potential and develop critical thinking, promote the achievement of this purpose.

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UDC 80

THE ROLE OF LEARNING FOREIGN LANGUAGES IN IMPROVING THE QUALITY OF HUMAN RESOURCES

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The perspective of the modern development of the society is the creation of economy of knowledge based on innovations, which presupposes the accumulation and effective use of human resources on the world stage at the level of organizations and individuals [1]. For the first time, pioneering economist John R. Commons used the term "human resources" in his book in 1893 *The Distribution of Wealth but did not further build upon it*. The term "human resource" was subsequently in use during the 1910s to 1930s to promote the idea that human beings were an object of worth, that should be promoted to realize human dignity, but this changed in the early 1950s into "human resource management" developed to view people as a means for employers [7].

William R. Tracey, in "The Human Resources Glossary," defines Human Resources as: "The people that staff and operate an organization," as contrasted with the financial and material resources of an organization. A human resource is a single person or employee within your organization. Human resources refer to all of the people you employ. The evolution of the Human Resources function gave credence to the fact that people are the organization's most important resource. People are the organization's most significant asset [8].

Since the 1980s the concept of human resources management is being actively developed, which is defined as "a strategic and coordinated approach to managing the organization's most valuable assets — people working there who make individual and collective contributions to achieve its goals. According to this concept, a person is a key

factor, while “the human resource management system can become a source of organizational abilities that allow firms to learn and capitalize on their capabilities” [2], which is an important component of the economy of knowledge. The development of appropriate labor abilities and skills provides the creation of special social systems focused on personal growth and psychophysical support of a professional in the conditions of constant updating of knowledge and production technologies, which involves the purposeful formation of an economically active part of the population. This is due to the preparation for skilled work and focuses on a professional career, the creation of prerequisites for labor migration and social adaptation in the context of globalization. These measures are designed to ensure the competitiveness of the labor force in the international labor market, professional self-determination and effective certification of specialists [3].

The main goal of the quality management system of human resources in the most general form can be defined as the rational formation, use and improvement of a certain quality of human resources that meets modern conditions of social development and promotes efficiency, competitiveness and high quality of life.

The quality of human resources is considered as the degree to which the set of characteristics of human resources meets the requirements that are formed in the external and internal environment of the system in the process of creating its competitive advantages. Changes in the quality of human resources occur as a result of external control actions, and since the concept of "quality" is a dynamic category, the changes are due to new technological, social, economic, humanitarian and other conditions [4].

The human resources demanded by the modern labor market represent not only professional skills, but also personal qualities of the person leading to the increase of efficiency from the use of professional abilities. In modern conditions, it is becoming the norm to constantly grow professionally in the form of various additional courses. Since highly qualified specialists are easier to adapt to changing economic conditions

The practice of global experience shows that the development of personal qualities is promoted by humanitarian disciplines. Humanitarian preparedness of a specialist in any field allows him to comprehend and perceive the content and results of his activities in a new, deeper and more qualitative way. Consequently, humanitarian training plays a key role in the formation in the success of an individual.

Due to globalization and integration of the world economy, the requirements for specialists are increasing. It is not a secret that today employers are looking for professionals capable of working in the international arena. Thus, there is a growing need to learn foreign languages (at least one) for effective economic and political interaction, both individual entities and countries as a whole.

The processes of international migration and European integration largely determine the current picture of the world and the position of various world languages in the professional sphere. Nowadays, the level of language training is not high. For this reason, it is necessary the employees wish to improve their knowledge on their own. The most important goal of learning a foreign language is the acquisition and further development of professional language competence, which is formed from the knowledge of language realities, developing skills, and necessary for effective communication in various fields of professional activity.

In this globalized economic era, workforce can transfer almost freely from country to country. Nowadays, multinational companies are viewed as being normal. Many corporations, for example, have offices and factories in various areas around the world. At the same time, many multinational companies are located in several regions of the country. Because of this fact, there are interactions between people from different countries and cultures, who work in the same place. In order to achieve the same goals, these different people have to speak the same language. It might be the language that one of them is a native speaker in, but

sometimes the moderate language is not one of their native languages. In some situations, the moderate language becomes a big obstacle of communication both inside and outside organizations. Therefore, to prevent the problem an amount of training budget has been spent on foreign language training in most multinational companies. In addition, in foreign practice, organizations are required to include international communication in the development and implementation of communication policy. This is the coordination of international campaigns; advising and assisting foreign investors in the country and local investors abroad; advising and assisting companies, States, state or supranational foreign organizations in communication with the public authorities of the country and foreign authorities; theoretical development and coordination of international programs for crisis prevention and management [5].

If you want a position in a large company, you need to have advantages over your competitors. One of these advantages can be knowledge of English because it is the language of business communication, international communication. According to David Crystal, English has become a working language in business communication, as this language has simplified the exchange of messages between ever-growing numbers of communicants around the world [6].

In our country, the number of foreign companies and local companies that work with foreign clients or suppliers, is growing every year. Therefore, you will need English to understand a client or to correspond with foreign partners, arrange presentations or business negotiations. Therefore, it can be concluded that in the nearest future, a specialist even in a narrow field will not find a use in professional activities without knowledge of the foreign language. Thus, in the process of globalization and integration of the economy only those will be in demand who have the opportunity to contribute to the development of the world, and this opportunity will be only for people who speak foreign languages.

Thus, there is no doubt that the study of a foreign language improves the quality of professional training of specialists, both nationally and globally.

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UDC 372.881.111

ORAL SPEECH COMPETENCES IN THE FOCUS OF NEW TECHNOLOGIES

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Integration of information and communication technologies into the educational process leads to a changing place and role of the teacher, whose main task here is not forming students' knowledge and skills, but stimulating their interest and motivation to study foreign

language (FL), help to learn and search. Students-teachers' relations are based in this situation on the principles of cooperation and mutual creative activity.

There can be observed certain tendencies of increasing proportion of methods based on independent individual and team work instead of grammar translation methods, as well as increasing practical, creative and research work in the course of study of FL. Internet technologies allow in this case to promote the development of individual education, i.e. to adapt the content of the educational material to the individuality of each student, to the level of his or her knowledge and skills. Overcoming difficulties connected with mastering large amount of knowledge is facilitated by including Internet resources and other computer technologies in the educational process as well. Today, teachers actively use electronic simulators and multimedia textbooks designed to consolidate and control language and speech skills. Video games are very popular too due to their interactivity. The player himself is directly involved into the action and determines its further development. The authentic video game can provide forming linguistic and speech competences. For example, when all objects are labeled by notes and all actions are directly performed in the game. Sometimes objects and actions are spoken out, and the situation of video game is more closely approximated to reality than in a learning game. Implementation of such kinds of games can affect students' motivation, as the goal of the game cannot be achieved without the certain speech skills (quest and simulators). Use of the Internet resources makes it possible to bring students' communicative activity closer to reality (for example visual ads (VA) of buying and selling house on the topic "Housing", choosing a suitable excursion on the topic "Free time. Travel", etc.). Debating in the forums brings students closer to the country of the language studied; enrich their vocabulary with new words and idioms, slang expressions, modern youth vocabulary. The computer allows you to display on the screen elements of a regional geography, features of the environment. In this case, multimedia presentations PowerPoint, NoteBook, ActiveInspire and video lessons of different kinds are very convenient. The use of computer presentations in the classroom allows the introduction of a new lexical, grammatical, regional geography material in the most fascinating form, realizing the principle of visualization, which contributes to a more solid assimilation of information. Independent creative work of students to create computer presentations allows you to consolidate active vocabulary, increase interest in learning LF and its culture.

A computer seems to be a great help in teaching phonetics, articulation, and pronunciation skills. Such training programs as "Professor Higgins", "English without an accent" and a number of other ones provide increasing motivation of students to learn English. So modern teaching FL should use some new techniques providing principle of student-centered and team-based learning to support students' individuality and to develop their speech skills (speaking, listening, reading and writing). Team-based learning seems to be communication and interaction in a form dialogue and polylog i.e.: communication in the course of collaborative activities.

As you know team-based activities give the opportunity to involve practically all students into learning, to create an atmosphere of free exchanging ideas, knowledge and skills. The interactive games suppose training to meet the main goal of learning FL – the formation of communicative competence. Their another positive feature is simplifying process of comprehension and ensuring correlation of the real learning outcome with the planned goal to create oral speech competences. Three-stage model of the team-based interactions brings us to a new type of relationship between the teacher and the student, motivating them to search for information and to process it independently and creatively. Here is three-step model of interactive games:

- Challenge (preparation for mastering new knowledge)
- Comprehension (assimilation of new information)

- Reflection (systematization, evaluation and application in practice of new knowledge, skills)

The content of this model does not exclude such traditional elements of the lesson as the preliminaries and the home task. The choice of suitable interactive games is determined by specific goals of each phase. The first goal of the 'challenge phase' is to determine the level of one's own knowledge. At this stage they retrieve and restore their knowledge on the topic. The second goal is the activation of students' critical thinking that makes possible to link new information more effectively with the previously known one. The third goal is to reflect information. In this case students' interest is important first of all for maintaining their activity.

At the phase of comprehension students come into contact with new information in various forms: reading texts, watching the films, listening to radio news, etc. The first goal of the phase is to maintain the activity and interest created during the challenge phase. The second goal is to support students' efforts to form their own understanding. In the phase of reflection they fix new knowledge, revise previous concepts in order to master new ones. They develop their skills to express new ideas (information) in their own words in FL applying knowledge in practice and exchanging ideas i.e. develop their oral speech competences.

At the evaluation stage, the teacher listens to the opinion of the "expert group" who observe the game but did not participate in it: whether the goals of the game were achieved or not, which other effective ways are necessary to achieve the goals, etc. The teacher sums up the results evaluating correctness of participants' communication.

The use of this technique induces the teacher to constant creativity, professional and personal growth, self-development. Besides oral speech competences of students are significantly increased due to using new technologies. The correlation of real life and situations of professional communication using foreign language seems to be an important stimulus to develop students' need to master foreign language for their future professional activities. In this connection the most effective are games of analytical nature and role plays (being a kind of team-based technology). They teach to distinguish different communication styles, apply them correctly in formal-business and informal communication situations.

Role plays are communicative exercises of the highest level to solve both linguistic and communicative tasks. An important feature of the role-playing technology is in the significant development of students' oral speech competences and their motivation growth. In the terms of E.I. Passov's theory role-play-based motivation is a stimulation of speech activities by creating situational model to enable new, attractive, socio-communicative roles. Role play game is also considered as one of the active methods of teaching FL. It provides a certain link between teaching and communication. A role play also helps to remove the psychological barriers of communication. The role mask helps the student to show those aspects of his or her personality that he or she usually hides.

According to N.I. Gez [1], role play is the reproduction of its participants in real practical activities, which creates conditions for real communication. The effectiveness of training is determined here by an increase of interest in the subject and motivation.

So role play stimulates spontaneous speech as well as communicative competences. Sometimes teachers observe such situation: the student knows all the words, but cannot use them; he or she knows grammatical structures, but cannot use them. In fact lexical or grammatical skills may be not available for speech skills, in other words there is no speech flexibility. And flexibility is developed only in situational conditions, thanks to the use speech elements spontaneously.

In the course of study of professional foreign language the game being a kind of simulation of different models. For instance certain models for “business partners communication” imitate professional communication, where the game participants develop and improve professionally oriented their oral speech competences. So role play according to the E.I. Pasov’s theory has great learning opportunities.

A distinguishing feature of a business role-playing or simulation game is in its imitation model. From the psychological point of view the simulation model can be considered as a pattern of reproductive oral speech activity. D.B. Elkonin [2, c. 65], the creator of this theory, distinguishes the game as a simulator of professional activity with its hidden mechanisms, that determine the "laws" of its functioning and development. Business game is characterized by the following common features:

- typical specific situations of business games with the problem/s to solve and decision to make;

- lack of complete information, decision-making in conditions of uncertainty;

- presence of conflict and hidden reserves;

- dynamism of management process;

- presence of participants playing the roles of officials, expert and organizers who prepare materials for the business game, issuing information and guiding the course of the game;

- game rules and orders.

Games can be associated as the interaction of teacher and group of students and create the atmosphere necessary for successful communication in foreign language. Thus game technologies as well as project-based methods, computer-, video-games and different role playing games are necessary for activating professional foreign-language speech, based on a combination of individual and group work. [3, p. 331]

So, one of the effective ways of forming communicative competence through activation of training are role-play and IT-based technologies, which allow to include the process of teaching FL directly into the model of future students’ professional activity.

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UDC 378.147

COMPUTER TECHNOLOGY IN ESL: EDMODO.COM NETWORK

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Teaching students to be literate is a high priority, frankly speaking, it is one of the main teachers` priorities, but also it is one of the greatest challenges. World environment and society are changing along with the classroom society. Students need more opportunities to develop listening, writing, speaking, and reading skills in English. Technology, especially, computers can play an important role in providing EL students with necessary language

experiences. Computer technologies in general and computer, in particular, can be used at every stage of EL classes.

This report focuses on how computer-assisted assignments can be a supplemental tool for teaching EL students. Precisely speaking it deals with such modern and popular tool in teaching EL as an educational platform and networked learning in general. According to Dirckinck-Holmfeld. Jones and Lindström “Networked learning is a process of maintaining and developing connections with people and information, and communicating in such a way so as to support one another's learning. The main idea in this definition is connections. It takes a relational stance in which learning takes place both in relation to others and in relation to learning resources” [1].

The question of networked learning is extremely acute today because not all methodologists consider its advantages and benefits for EL teaching. But there are some who thinks it rather useful and, moreover, important in the frames of the Internet growing popularity and informatization and globalization of society. In 1991, J. Lave and E. Wenger published “Situated Learning: Legitimate Peripheral Participation”, where they cited numerous examples of networked learning within a wide range of settings for informal learning and within communities of practice [2]. After that, the process of network learning starts to develop rapidly and up to now there are a lot of possibilities to teach, study, and even graduate online.

Edmodo is a social learning network offering a communication, collaboration, and coaching platform to K-12 schools and teachers, but it can be used as well as a teaching tool in Kazakhstani schools too. This network enables teachers to share content, distribute tests, quizzes, different types of assignments, and manage communication with colleagues, students, and even their parents. Edmodo is absolutely teacher-centered platform. Students and parents can only join Edmodo if invited to do so by a teacher.

Edmodo has a great number of advantages. One of the most important things that it is available in the variety of languages such as English, Croatian, Spanish, Portuguese, German, Greek, French, Italian, Turkish, Dutch, Chinese, Swedish. Unfortunately, there are no Kazakh and Russian languages, but it is just a question of time. It was found by Nic Borg, Jeff O'Hara, Crystal Hutter in the 1st of September 2008 in San Mateo, California. The number of users is 87.4 million.

Among other advantages, we can name several more. Edmodo allows students and teachers to post real-time, group-wide status updates. This is strength because it keeps the class actively engaged across multiple mediums (web, and face to face contact). Similar to other social media platforms, Edmodo allows students to engage with other users that they may not normally contact. For example, it is quite easy to organize pal friends with students from English speaking countries or real-time class conference. This encourages the social development of students and motivates them to continue studying EL. Speaking about openness and accessibility it should be added that teachers and students can build a community inside and outside the classroom. Students can take more pride and ownership of their works since it is going to be seen and reviewed by their classmates (however, there is the option of making student work private as well).

Edmodo allows students to post photos to their profiles, to create more diverse profiles with special backgrounds, and “about me” sections. Young students like to be creative and share their interests with others. This encourages personal expression. That is rather a controversial advantage but still, for some students, the possibility of self-expression is one of the motivation aspects.

Edmodo has a “parent login function” that allows students` parents to monitor students` works and grades without actively participating in classroom discussion.

Edmodo allows teachers to share assignments with other teachers outside their network. It helps to create more interesting lessons and collaborations with other teachers and tutors. Edmodo is online, which always gets students excited.

Taking into account disadvantages it should be noted an option: there is no opportunity to download or import ready tests and quizzes, they are to type individually.

Summing up, the Edmodo network learning platform has a lot of upsides. According to the user rating published on trustradius.com, it has 8.5 scores out of 10. There are a lot of positive comments such as: “Perfect software for teachers and students. Create your own school!”; “It will make your work easier.”; “Great e-learning program ever!” and other similar opinions.

As for the implementation of the learning network into the educational process of NKSU in the following specialties: 5B011900 “Foreign Languages: two foreign languages” and 5B020700 “Translation Studies” it has been used since 2013. The best thing about it is that students can submit tests everywhere they want. The strict shortage of time does not allow them to cheat or to discuss assignments. In other words, the learning network is an extremely convenient, motivating, interesting and time-consuming tool.

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UDC [372.8](#)

COACHING TECHNOLOGY AS A MEANS OF CRITICAL THINKING DEVELOPMENT

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At present time, the updated curriculum is a new educational stage in Kazakhstan. In the age of modern technologies where information can be disseminated quickly, the main aim of the updated educational system is to teach the future generation to apply their knowledge for inducing and investigating new areas. In other words, the priority of the updated educational system is to create the producers of knowledge rather than simply consumers of knowledge.

As professor, Salyma Sagyevna Kunanbayeva highlighted, that it is important to elaborate innovative analytical mindset and creativity of every participant of the educational process. Knowledge transfer must be eliminated from the educational process. Independent search and knowledge obtaining is the crucial requirement for the modern learning process [1, p.9].

Moreover, she stated, that innovative methods and technologies must be considered as an operative means for the realization of the main aim of the new stage of the educational system. As Salyma Sagyevna found out, traditional learning technologies, excluding developing, self-educational and creative forms of learning, do not correspond to the contemporary demands of the state educational system [1, p.9].

Indeed, there is a profound necessity to apply such technologies, which will provide the development of creativity, self-educational of learning process participants.

To reach the aim of the modern educational program teacher should support students providing with critical thinking skills development. Priyanka Madhusudan, in her article “What is critical thinking and its importance in your success”, claimed that critical thinking is defined as the ability to make decisions and solve problems based on logical reasoning and evidence while leaving out emotions to enable evaluation and improvement of one’s own thought process. Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age[2].

According to a Wall Street Journal article, professions that consider critical thinking as crucial have increased since 2009. Critical thinkers are open to new ideas. They want to challenge belief systems and investigate the contrary evidence. They ask questions and analyze, applying strategies to decipher new meanings. Shortly speaking, they are active learners. Employers look for employees who never stop learning and are able to analyze a wide range of subjects [3].

Carolyn Westbrook described in her article Bloom’s Taxonomy. Bloom’s Taxonomy of Learning Objectives classifies a number of skills which can be used to teach critical thinking [4]. Andrew Churches defined Bloom’s taxonomy as a continuum form Low Order Thinking Skills (LOTS) to High Order Thinking Skills (HOTS)[5].

The revision shows change of the terminology from nouns to active verbs (See Figure 1). Bloom’s original terms: knowledge, comprehension, application, analysis, synthesis, and evaluation. These terms can be useful for describing tasks and comprehending the taxonomy.

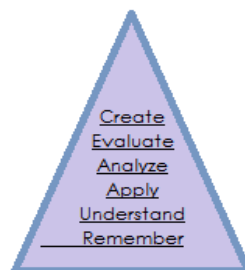


Figure 1. Bloom's Taxonomy

There is another interpretation of Bloom’s terms presented in the forms of gerunds (See Figure 2). During the 1990’s a new group of cognitive psychologists, led by Lorin Anderson, updated the taxonomy to reflect relevance to 21st-century work[6]. The use of gerunds demonstrates that getting new information is an ongoing process.

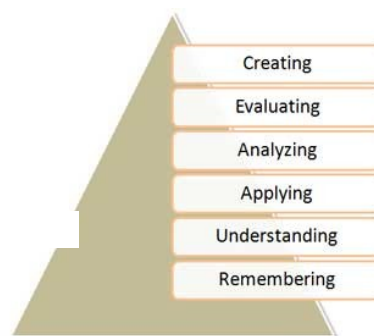


Figure 2. Bloom’s Taxonomy. Modern variant.

One of the main problems in education is that learning in schools often go beyond the LOTS whereas it must be the HOTS, as it is what we should develop to be able to function in the world. The abilities to use knowledge and to make reasoned judgments are more important nowadays than knowing things. Skills are the key to future education and life success.

The researchers of University of Sydney discovered, students with critical thinking skills are able to:

- present credible arguments,
- identify gaps in knowledge,
- evaluate beliefs,
- work on ways to effectively solve problems
- develop and communicate innovative and creative ideas,
- apply all these skills to a real-world problem in the field of their study[7].

Certainly, to enhance critical thinking skills, especially HOTS, it becomes imperative to implement up-to-date technology, which will coincide with the requirement of the updated educational policy. Nowadays, there are many modern technologies and approaches, which have been influential in the field of teaching. The majority of these technologies supposes to have the directive characteristic. Due to them, it is impossible to develop critical skills whereas modern education requires it. One of such technology, which will provide it, is coaching. The specialists of the Research Centre for Learning and Teaching at Newcastle University determined coaching as a structured, sustained process between two or more learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice [8]. Participants of coaching are coachee and coach. In the learning process coachee is a student, the coach is a teacher.

Developing High Order Thinking Skills, coaching is focused on professional dialogue designed to support students in using specific professional skills. The relevant technology is a means for realization of aim, which supposes the development of flexible and open-minded integrating critical thinking skills. Coaches are not normally in positions of line management in relation to their students. The focus of coaching is selected to be the student and the process provides opportunities for reflection and problem solving for both teacher and student [8].

As members of the Research Centre for Learning and Teaching (further CfLaT) found, coaching includes effective conversation or a productive discourse.

CfLaT members have proposed such dimensions of coaching conversations as:

subject matter – the theme for discussion; frequently a specific pedagogic approach; initiation – which participant takes responsibility for each new component of the conversation; stimulus– how stimuli, such as video extracts, recall, lesson plans or pupils' work, are used to support the conversation; tone – the tone of voice used, that can vary from very negative through neutral to very positive; scale – the specific scale in focus, which are critical moments, the lesson as a whole, generalized themes such as pedagogic principles and the school or societal subjects; time – the time-frames referred to, which includes planning of the lesson or previous lessons, the lesson itself, future specific lessons or no specific time-frame; interaction function – each 'turn' in the conversation serves a function, that identified the range of functions, including question, explanation, evaluation, challenge, and suggestion; co-construction – this is relatively rare higher level interaction function. It is a feature of a number of 'turns' which are characteristically short and where the coach and coachee are collaboratively developing an idea, building on the successive contributions of their partner[8].

These dimensions of coaching can be considered as effective tools for the development of critical thinking skills.

Moreover, for teachers it is possible to take into consideration recommendations during the lesson, which were proposed by researchers of British Council:

- a teacher should establish rapport with participants,
- contributions from participants are acknowledged and valued
- praise is given,
- participants are able to activate their knowledge and apply the learning to their own contexts,
- participants are encouraged to share and respect each other's ideas and experience,
- reflection is obligatory,
- feedback is constructive and sensitive[9].

Taking into account the main aim of educational, and recommendations of the researchers of CfLaT, it becomes possible to demonstrate the extract of the English lesson of the 11th grade.

Lexical theme or subject matter is computer addiction.

Grammatical structure is present perfect simple.

Lesson extract:

There are photos of information technology devices on the board or on the interactive board.

The task for students to describe the given photos. (Warming up activity is a beginning of coaching conversation)

Questions of teacher: What is it? Do you use it? For what do you use it? How often do you use it?

Students give short answers.

OR (another variant of warming up)

Task: *students should create a new dictionary of names in English, using the letters of their own name.*

Next to the letter of their name student should choose words, which represent modern devices that they use in their daily life.

For instance: Device

Apple

Notebook

Appliance

To introduce new grammatical structure students are offered two kinds of text. One of them is considered to have past simple tense the other one contains present perfect simple.

The question of teacher: what is the difference between the two texts?

Possible answer of students: tenses are different.

After that students should make the structure of the present perfect tense according to the given texts.

Sample: S+has/have+V3/Ved+O

Furthermore, it is possible to discuss the meaning of the texts, asking such a question as "What the difference between the meanings of the first is and the second texts?"

Undoubtedly, the aim is to show the differences between the two tenses and its use.

Reflection:

What did you do?

How did you do? How could you have done it better? What are you going to do next? Does your plan need to change to ensure success?

As homework, it is appropriate to recommend students to conduct a survey, the aim of which is to find out what devices are used by their classmates or even other schoolchildren. It can take more than one day. The results of the survey can be presented in diagrams with the description, using present perfect tense.

The extract of the lesson is a virtuous example that demonstrates the way we can develop critical thinking skills by applying coaching technology.

It becomes evident, that to realize the main aim of modern educational policy it is necessary to apply such technologies that could provide development of state-of-the-art skills of the future generation. Critical thinking skills are tools for the development of modern society. The aim of education is to teach students to apply these tools to achieve success in life. One of the effective way to teach them is to implement up-to-date technologies of teaching.

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UDC 811.11-112

TEACHING OF FOREIGN LANGUAGE WITH USAGE OF METHODS OF PROBLEM TEACHING

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The basis of problem teaching is made by set of the interconnected methods and the means providing possibilities of creative participation of new knowledge trained in the course of assimilation, formation at students of ability flexibly to be guided and adapt in constantly changing life situations, independently to acquire missing knowledge for self-realization.

So, problem teaching is system of methods of training at which students gain knowledge not by learning and their storing in finished form, and as a result of cogitative work on the solution of problems and the problem tasks constructed on the maintenance of the studied material.

The well-known idea is the basis for this concept about development of the personality on the basis of aspiration formation to the self-improvement, belonging to the outstanding Russian thinker A.A. Ukhtomsky. And the way of achievement of the purpose is chosen through formation at children of installations on self-education, self-education, self-control according to G.K. Selevko. The ideas used in work belong to activity and personally focused training which are propagandized in works E.S Polat, E.I Passova. [1, p76]

Any problem originates in a problem situation: having realized the arisen difficulty as insoluble at this level of knowledge, the student like desire to find a way out of the created situation by means of thinking, i.e. to accept a problem to the decision. From this point the problem turns for it into the task demanding cogitative activity as the student knows for what

to speak about what to speak and it isn't known how it is necessary to formulate the thought, what means of communication should be used.

Categories of problem teaching.

The problem situation represents informative difficulty for which overcoming trainees have to acquire new knowledge or make intellectual efforts. Problem situations can be objective (the situation is set by the teacher) and subjective (a psychological state of intellectual difficulty at the solution of the put problem).

The problem situation realized and accepted by the trainee to the decision, develops into a problem. The problem with the indication of parameters and conditions of the decision represents a problem task.

Problem (from Greek problem – a task, a task). This understanding by students of impossibility to allow difficulties and the contradictions, met to it on occupation in this situation, by means of knowledge available for it and experience.

Problem task. It is an educational problem with the set conditions and, owing to this fact the turned-out limited field of search available to the decision to students. Set of such purposefully designed tasks also is urged to provide the main functions of problem training: creative mastering training material and assimilation of experience of creative activity.[2, p.112]

Problem teaching allows:

- to consider specific features of each student in a class “Problem teaching at lessons of a foreign language – way of formation of creative activity and informative interests of the personality”

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Problem teaching allows:

- ✓ to consider specific features of each student in a class
- ✓ to create for weak students of a situation of success by means of attraction them in discussion as far as possible;
- ✓ to construct systems of the measures inducing students to reflect and make own discoveries, to carry out mini-researches;
- ✓ to promote development of skill of independent work with educational, reference books, it is expedient to use information technologies;
- ✓ to teach the student to correlate theoretical knowledge to life situations;
- ✓ So, problem training at lessons of foreign language helps to find the most effective ways and ways of reorganization of reproductive thinking on productive, creative.
- ✓ In my opinion, by means of problem training at lessons of foreign language it is possible
- ✓ to reveal individual bents of each student;
- ✓ to learn to observe, investigate, stir up cogitative activity since there are no ready answers to questions in one textbook;
- ✓ to learn to listen and hear each other, to respect opinion of the interlocutor;
- ✓ to learn to live by the principle: “I don’t agree – object, you object – offer, you offer – act”;
- ✓ to interest students in world around knowledge;
- ✓ to change a role of the teacher (the teacher – not the controller, and the mentor, the adviser, information source which shares shared responsibility for result) [9]
- ✓ For the successful solution of training, developing, educational problems of problem training of school students on occupations the following conditions are provided:
- ✓ creation of the informative difficulties corresponding to mental abilities of students;
- ✓ providing school students with set of knowledge of the subject maintenance of a problem situation;
- ✓ compliance to specific features, compliance to age interests of students.
- ✓ The purposes of problem teaching – formation at school students of ability flexibly to be guided to adapt in constantly changing life situations, independently to acquire missing knowledge for self-realization.
- ✓ For achievement of desirable result the following tasks follow from a goal:
- ✓ The training
- ✓ formation of educational skills of work
- ✓ formation of the communicative abilities necessary for communication in educational and labor, social and sociocultural spheres
- ✓ knowledge of achievements of national and universal values
- ✓ The developing ability development independently to find and use necessary information on:
- ✓ development of skills of mutually control and self-checking
- ✓ development of etiquette norms (speech step and behavior)

- ✓ The educational improvement of moral qualities of the personality (humanity, patriotism, mutual aid tolerance, cooperation):
- ✓ development of language, ethnic and racial tolerance, respect for other cultures
- ✓ acquaintance with culture a camp of learned language and their communications with world culture.

Advantage of the analysis of concrete subjects and situations is that on occupations.

I have unique opportunity to create the concrete problem situations taken from school, household or family practice. Students with special enthusiasm participate in the analysis of a situation and make optimum decisions as subjects are very close and clear and consequently are interesting and actual.

For realization of a main objective of the concept and tasks following from it I use active methods and forms of education which are aimed mainly at the development of independent creative thinking.

Here two forms of work with students prevail, namely: individual and group as I consider that for this purpose there are objective reasons of the psychological plan.

One love and can think, others can't or don't want, but are ready to do everything that to them will tell. Association of students in groups on abilities promotes in the course of the general work to self-training of everyone, development of feeling of mutual aid and responsibility for the general result. But there are also minuses, namely: certain students in group not absolutely honestly perform the charged tasks, thereby reducing a collaboration assessment because of what sometimes there are friction, mutual recriminations, etc.

As the general development of school students is in a formation stage, problem training can be considered as creativity educational.

Formation at school students of operational abilities of the solution of problem tasks is made on algorithm:

- situation analysis,
- problem identification,
- formulation of a problem and
- implementation of search of its optimum decision.

The joint solution of a task the teacher and students are also peculiar steps which there have to pass students before they will learn to solve problem problems independently.

1st level. I analyze a problem situation, I reveal a problem, I formulate a task and I direct solutions trained for independent search;

2nd level. Difference consists that I together with students analyze a situation and I bring them to a problem, and they independently formulate a task and solve it;

3rd level (highest). I bring to students the maintenance of a problem situation, its analysis, problem identification, the formulation of a task and a choice of the optimum decision trainees carry out independently.

In the solution of training and developing problems of problem training the central link is the problem situation. At a lesson I try

- ✓ to create problem situations on a real vital material, as on historical, described in literature, and on the modern.
- ✓ to direct problem situations on stimulation of thinking which isn't end in itself as the purpose in all cases formation at school students of the communicative abilities necessary for everyday life of knowledge, and abilities to apply them acts.
- ✓ to build a problem situation on a familiar training material which wasn't analyzed earlier.

Problem teaching is used both at a stage of introduction of a training material, and at a stage of its fixing in the course of speech practice at different grade levels of school students, both on traditional, and at non-standard lessons.

Thus, problem training at lessons of foreign language supplements traditional illustrative and explanatory training of school students. At the same time it promotes destruction of old stereotypes of passive training, force students to think, look for in cooperation answers to difficult vital questions.

Educational thematic discussion

At discussion of theoretical and practical problems I usually use a discussion method for an exchange of experience between students, for specification and coordination of positions of all participants of discussion, for elaboration of uniform approach to the analysis of a certain phenomenon, etc.

Business game

For increase of interest of students to studying of language, their activity and a practical orientation in studying of theoretical problems I use the classes given in the form of business game.

Business games change a habitual situation on occupations, develop creative abilities, form practical skills and abilities necessary for formation of abilities to adapt in changing vital realities, create conditions for self-realization of the personality.

Method of “a round table”

At “a round table” I recognize a collective exchange of opinions, joint search of truth as one of effective methods of training at the senior grade level for realization of tasks of this concept. When carrying out “a round table” I plan action so that all present participated. Otherwise it will be not a round table, and evening of questions and answers. I try to create the confidential, benevolent atmosphere on occupation.

Problem teaching at lessons of foreign language creates the atmosphere of easy communication where my role as teachers changes. Especially brightly it can be observed in work on the project. I take active part in design activity as the assistant, the adviser, information source, sharing shared responsibility for result.

Problem teaching at lessons of foreign language has the practical importance in formation of the personality since students discuss the problems connected with history and geography, literature and music, ecology and biology.

Use of information technologies at lessons creates unique possibility of creation of the natural language environment during the work on the project for independent information search, for enrichment of a lexicon, grammar check. Thus, problem teaching teaches children to get knowledge independently.

In summary it should be noted that problem teaching stimulates personal activity of students, and it provides the active relation to knowledge, persistence of students, and, certainly positive result in training and education. Students become more sociable, are able to prove the point of view, find the way of expression of thoughts and feelings.

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CLIL IN A TRILINGUAL ENVIRONMENT: DEVELOPING LANGUAGE SKILLS THROUGH MEANINGFUL CONTENT

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The topic of our workshop is directly connected with the theme of the conference as innovative approaches in education focused on functional processes such as: thinking, researching, problem posing, brainstorming and learning to learn. Content and Language Integrated Learning (CLIL) describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curriculum subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of different educational contexts. Curriculum subjects apart from languages are taught through the target language

There are many different types of CLIL programs, ranging from full immersion (Canada) through partial immersion, about 50% of the curriculum (parts of Spain), to language showers and regular 20–30 minute subject lessons in the target language (parts of Germany). In Secondary schools, subjects are usually taught in the target language by non-native speaker subject or language teachers. In Primary contexts, CLIL programs are commonly delivered by non-native subject specialists or by English language teachers. In some countries native speaker classroom assistants support the learners too. There are also contexts where native speakers teach English to non-native learners (often from minority language groups) to enable them to integrate into mainstream classes.

Examples of these programs are Teaching Chemistry and Physics in Kazakhstan secondary schools. We would like to share the experience of Nazarbayev Intellectual Schools in developing confident learners and enhancing academic cognitive processes and communication skills. We want to show how CLIL encourages students' intercultural understanding and community values.

This new approach will determine the trend of further university students' preparation at pedagogical faculties and provide the essential support for secondary school teachers. CLIL will demonstrate their understanding of how to teach a broader range of subjects for the 21st century.

The CLIL module can be taken at any stage in a teacher's career. It is suitable for pre- or in-service teachers of English or teachers of other subjects who use the medium of English in a variety of teaching contexts e.g. primary, secondary or adult sectors. It is also suitable for teachers who are moving to English teaching after teaching another subject or those who are moving from teaching their subject in the first language to teaching it in English.

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III. THE SCIENTIFIC APPROACH TO THE MODERNIZATION OF EDUCATION AND THE ROLE OF SCIENCE IN IMPROVING THE QUALITY OF HUMAN RESOURCES

UDC 331.1

THE ROLE OF HUMAN RESOURCES IN THE MODERN ECONOMIC CONDITIONS

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Modern economy is called by the economy of an effective human capital which underlines its leading role in the development of economy and society as a productive factor. Human capital becomes the major factor of the country's economic growth, basis of the sustainable economic development.

A fundamental contribution to the development of modern theory of human capital was carried out by T. Schultz, G. Becker, E. Denison, Solou, J. Kendrick, S. Kuznetc, S. Fabricant, I. Fisher, Lucas and other economists and sociologists.

T. Schultz offered the next definition: "All human resources and capabilities are innate or acquired. Everybody is born with the individual complex of genes which determine his/her innate human potential. The valuable qualities that can increase corresponding investments acquired by the man we define as the human capital".

The term "Human capital" is considered by G. Becker as "the set of skills, knowledge and abilities of a man, expenses on the receipt of that (through education, into a corporation of education etc.) can bring in course of time a perceptible return both to the worker and his/her employer". Amongst the major types of investments in a human capital he considers education, professional employment preparedness, migration, informative search, birth and upbringing the children. The merit of scientist is also the justification of the calculation of an educational economic efficiency method, which takes into account direct and alternative expenditures (missed income or value of the time spent on study). G. Becker determined a higher education income based on the mathematical deduction from workers' salaries, who got higher education, salaries of those, whose education was not higher than average one.

According to his calculations, the return from investments in education, expressed by the relation of incomes to expenses is 12-14 % of annual profit [1].

There are different determinations of human capital in the economic theory.

Thus, B.M. Genkin considers a human capital as a complex of qualities, that determine the productivity and can become the source of incomes for the man, family, enterprise and society as a whole. As usual, such qualities are health, natural capabilities, education, professionalism, mobility. However, according to the author's opinion, this set of qualities does not generally correspond to the realities of modern economy. Therefore he proposes to extend it on the basis of the term "labor potential". The components of the labor potential have to characterize the:

- psychological and physiological capabilities of participating in publicly useful activity;
- possibilities of normal social contacts;
- capacities for the generation of new ideas, methods, characters, presentations;
- rationality of behavior;

- presence of knowledge and skills, necessary for implementation of certain duties and types of works;
- supply at the labor market.

The next components of labor potential correspond to the above-mentioned aspects: health, morality and ability to work in a collective, creative potential, activity, good organization, education, professionalism and resources of working hours. Indicators, characterizing these components, can relate both to the separate man and to the different collectives, including the personnel of enterprise and population as a whole [2].

E. Dolan considers that the human capital as a capital of the mental abilities got through a formal education, or through a practical experience.

S. Dyatlov, A. Dobrynin and others determine a human capital as "the aggregate of all attributive qualities and properties, productive capabilities and forces, functional roles and forms, examined from positions of system integrity and adequate to the modern state of society of epoch of scientific-technical and socially-informative revolution, included in the system of market relations, as a leading factor of public production" [3].

M. Kritskii interprets a human capital "as the universal form of economic vital functions which is the result of the historical motion of the human society to the modern state" [5].

In the "Economic encyclopedia" the human capital is determined as the special type of capital investments, aggregate of expenses on the development of the productive potential of a man, upgrading and improvement of labor force functioning. In the complement of objects of human capital they usually include knowledge of a general and special character, skills, accumulated experience.

Despite the distinctions of interpretations, many of them are united by the fact that the human capital is related to the cost investments of people who are the economic units. Thus, the essence of human capital is expressed as the investments into human capital with an expectation of future benefits, i.e. with the purpose of increasing their productivity.

The necessary condition of development and maintenance of human capital of any country is a high quality of life, the indicator of which is the index of development of human potential, characterizing possibilities of the maintenance of the gene pool. It also serves as an intellectual development of the population in the conditions of realization of certain socio-economic policy. It is the integral index of comparing between countries and measuring the standard of living level, literacy, form and longevity as the basic descriptions of human potential. At the count of this index three types of indicators are taken into account:

- the expected life-expectancy - estimates longevity;
- the level of literacy of population of country (average amount of the years spent for education) and expected duration of study;
- the standard of living, appraised through GNP per capita on the parity of purchasing power (PPP) in the dollars of the USA.

Depending on a value IHD it is accepted to classify any state for the level of development for the following levels: very high, high, middle and subzero.

According to the results of the rating of 2016 year among the CIS countries only Russia succeeded in entering the group of countries with the very high level of development, having occupied the 49th place in a list of 188 countries of the rating. In a number of states with a high level of human development, from the number included into the CIS, there are Belarus (52nd place), Kazakhstan (56th place), Azerbaijan (78th place), Armenia and Ukraine (both on 84th places), Uzbekistan (105th place). Four states of the CIS refer to the countries with the middle level of human development: Moldova (107th place), Turkmenistan (111th place), Kyrgyzstan (120th place) and Tadjikistan (129th place).

In Kazakhstan the base indicators of index of human development have got better in the last few years. So, the expected life-expectancy at birth in 2017 in comparison to 2010 increased on 4,5 year, the result is 72,95.

According to the last index of development of human potential, people living in the developed countries can live 19 years longer and spend seven years studying at school than those who live in the group of countries with the low level of development of human potential.

The quality of human capital of workers does not always meet the necessities of domestic business, i.e. there is a structural disbalance of professional qualities of personnel at the labor market.

Taking to account that in connection with passing to innovative development of economy the requirements to quality and human capital structure substantially change, the following qualitative descriptions of human capital become more important: level of qualification, capacity for the receipt the knowledge during all labor life etc.

The matters referred to development of human capital in Republic of Kazakhstan are oriented to the receipt of base education and educating during all life. New requirements to the young generation imply the revision of maintenance of base education (initial, middle, technical and professional, higher and post-graduate) through a development of the creative thinking and technical skills. The second direction, “the study during all life”, will be realized through digital literacy and system of qualifications. Digital economy requires a presence of digital skills allowing a use of its achievements. Thus, presently the level of digital literacy of population is 76,2%. There is the need to increase it in the nearest years.

Measures on development of human capital will be realized within the framework of different projects, such as the Government program “Digital Kazakhstan”, Road map on development of human capital for a digital economy on 2018-2020, Strategic plan and key trends of development of Kazakhstan 2020, projects carried out by the Ministry of education and science of the Republic of Kazakhstan, Ministry of labor and social defense of population of the Republic of Kazakhstan, etc.

In conclusion, we cite the words of the President of the Republic of Kazakhstan N.A. Nazarbayev: “The number and quality of human resources are the fundamental factors which determine the future of any country. The human capital is the basic engine of innovations and increase of economic efficiency”.

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**SUPPORTING STUDENTS WITH DISABILITIES IN HIGHER EDUCATION:
30 YEARS OF ADVOCACY**

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Abstract

Over the past half century higher education in the United States has faced legislation which has challenged campuses to develop and implement policies and practices that effectively promote the access, retention, and graduation of students with disabilities. Students with disabilities, whose equal access to higher education has been mandated for the past 25 years by Federal legislation, notably the transition language in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, have made a significant presence on postsecondary campuses. One unintended consequence of this legislation appears to be that institutions may be content with only meeting the letter of the law by providing accommodations and supports for equal access to the physical plant and to academic instruction, while neglecting other spheres of need. However, leading theories of persistence in higher education highlight both academic integration and social integration, as reflected in having a sense of “belonging” on campus, as key factors for student success. Emerging trends suggest that the next phase of progress for students with disabilities in higher education will be establishing and implementing shared norms about what it takes to make a campus barrier-free and welcoming – a place where disability is not seen as a marker of membership in a “special” group virtually nobody wants to be a part of but is, rather, accepted and appreciated as an element in a valued range of diversity.

As important as Section 504 and the ADA have been, and as important as it is for people with disabilities to have access [to] legal remedies to overcome discrimination, compliance with the law is not enough. It is merely the starting point...universities and postsecondary institutions must move ‘beyond compliance’ and adopt new philosophies and approaches regarding students with disabilities (Taylor, 2003).

The Civil Rights movement that emerged in the United States in the 1960s focused on ending discrimination against Blacks, but it also inspired action by numerous other marginalized groups, including people with disabilities (Fleischer & Zames, 2001). People with disabilities were, however, different from other groups fighting for their rights because they also comprise a marginalized minority within those groups – a status that has been described as a “double or triple whammy” by making them liable to discrimination on at least two counts (Hollins, Downer, Farquarson, Oyepeju, & Kopper, 2002).

Education was a major battle arena as members and advocates of marginalized groups came together to demand equal access and treatment in the public school system and higher education. People with disabilities arguably faced the highest barriers of all since they were liable to be excluded from even attending school and many institutions of higher education (IHEs) routinely rejected applicants because they had disabilities (Paul, 2000). Significant victories came in the 1970s with passage by the U.S. Congress of what is now known as the Individuals with Disabilities Education Act (IDEA, 2004), which assures a “free appropriate public education” for children with disabilities ages three through 21, as well as Section 504 of the Rehabilitation Act of 1973 (Section 504, 1973), which prohibits discrimination against people with disabilities by educational institutions, including IHEs, receiving federal funding.

The Americans with Disabilities Act of 1990 (ADA, 1990) expanded this requirement to institutions not receiving federal funding. Later reauthorizations of the IDEA came to define special education's ultimate purpose as the preparation of children with disabilities for adulthood, particularly with respect to "further education, employment, and independent living." The IDEA supports this purpose by requiring that transition-to-adulthood services be provided to students in special education based on individualized transition plans developed by age 16 at the latest. Special educators and many parents commonly encourage students to aim for further education in the form of postsecondary learning, and research indicates this is listed as a goal in over 80% of transition plans of students with disabilities (Newman et al., 2011).

Students with Disabilities in Higher Education

The combination of special education and transition-to-adulthood services required by the IDEA and the nondiscrimination mandates of Section 504 and the ADA have been credited with increases in the rates of enrollment in higher education by people with disabilities (Wolanin & Steele, 2004). Disability in higher education may be examined from the perspective of (a) differences among students with disabilities (SWDs) or (b) disability as a component of diversity. With regard to the former, there is tremendous diversity among SWDs as to their kinds of disabilities, each of which tends to be associated with different sets of challenges. It is common to distinguish between disabilities that are (a) obvious or visible and therefore most likely to come to mind for members of the public in response to the term "disabilities" (e.g., conditions requiring wheelchair use, blindness) and (b) those that are hidden or invisible (e.g., learning disabilities, attention disorders). Fewer than 10% of SWDs have obvious disabilities, while the great majority has hidden disabilities (Newman, et al., 2011).

The predominance of hidden disabilities is significant when considering the provision of services, supports or accommodations for students with disability in higher education. One reason is that students with hidden disabilities are not visible on campus in the same way as students of color or wheelchair users might be seen, which is likely to leave the mistaken impression that disabilities are rare among students at an IHE. Another reason is that students with hidden disabilities are quite likely to want to keep them hidden due to the associated stigma, and therefore do not self-disclose to peers who might provide social supports, or on surveys used to estimate SWD numbers, or to obtain classroom accommodations and other supports to which they might be entitled under the ADA (Litner, Mann-Feder, & Guerard, 2005).

With regard to disability as a component of diversity in higher education, numerous diverse subpopulations have been identified and studied. To gain a view of the range of subpopulations and the attention given to them, numerous sources indicate SWDs have substantially lower retention rates than their peers without disabilities (Belch, 2005; Newman et al., 2011). SWDs are more than twice as likely to attend two-year than four-year postsecondary institutions (Newman et al., 2011) requiring such institutions to provide extensive student services often with a commitment to the development of the "whole person" (Braxton, 2009). Often students with disabilities are not a high priority for receiving support in accessing higher education. Another indication of the anomalous position of SWDs among diverse subpopulations is that they are often not included in the diversity initiatives provided by many IHEs to foster greater understanding of and connections between diverse student subpopulations (Higbee, Siaka, & Bruch, 2007).

Doing "What is Right" Beyond Compliance: Importance of a Sense of Belonging

The Disability Rights Movement was driven in large part by the resentment of people with disabilities in that they were viewed and treated as second-class citizens. Despite much progress in promoting the full inclusion of people with disabilities, SWDs who are given

voice in interviews and focus groups still report, often with much emotion, that they face many barriers and often experience marginalization on campus (e.g., Denhart, 2008; Myers & Bastian, 2010; Najarian, 2008; Troiano, 2003). This is a matter of concern in view of the widespread understanding in higher education that students who feel accepted are more likely to persist and graduate than those who do not (e.g., Tinto & Pusser, 2006).

Research indicates that if new students do not start to feel like they “belong” within eight weeks of arriving on campus, they are at especially high risk for dropping out (Raley, 2007), while students who develop supportive networks tend to be more successful academically (Antonio, 2001; Thomas, 2000). It has been argued that having viable support networks may be particularly critical for SWDs in view of the greater challenges they are likely to face compared to their peers without disabilities (Mamiseishvili & Koch, 2010). SWDs, however, often experience stigmatization and social exclusion due to the negative attitudes of their peers and even faculty, or avoidance by others because of uncertainties about how to appropriately interact (Myers & Bastian, 2010; Nevill & White, 2011).

It is notable that a great deal of research and commentary has appeared in the higher education literature on how to make various underrepresented groups feel more welcomed and socially integrated on campus. In addition to the previously mentioned diversity initiatives, most large IHEs responded to racial anti-discrimination mandates by establishing or supporting centers or clubs for various racial/ethnic minority groups that serve as safe havens where students can support each other to better understand and negotiate the complex sociocultural and bureaucratic landscape of the IHE (Tinto & Pusser, 2006). However, SWDs may not find these centers or clubs welcoming, as negative and stigmatizing perceptions of disabilities are common in just about all racial/ethnic groups (McDonald, Keys, & Balcazar, 2007).

Faculty members have often been identified as a key target of efforts to make SWDs feel like they truly belong, as too many continue to appear to lack a good understanding of disability issues in the classroom (Getzel, 2008). Like many people in the wider society, faculty members may tend to doubt the claimed disability status of students with hidden disabilities and may not believe that classroom accommodations should be provided because they give them unfair advantages (Barnard, Stevens, Siwatu, & Lan, 2008). SWDs have often reported feeling such negative perceptions and, as a result, deciding not to seek accommodations that might prove important to their academic success (e.g., Litner et al., 2005).

Research on Social Integration Issues for Students with Disabilities

Given the social integration barriers often encountered by SWDs, one might expect policy makers and researchers to focus upon issues experienced by this subpopulation. However, it has been observed that there is surprisingly little attention or discussion of this topic (Belch, 2005; DaDeppo, 2009; Papatirou & Windle, 2012; Trammel, 2009). Rather, most attention is focused upon “technical” topics such as classroom accommodations, diagnostic assessments, and assistive technology access. “Technical” issues are viewed as extremely important for the academic integration of SWDs. It is understandable that attention would focus on how to reliably assess the unique needs of students in different disability categories and how to effectively respond to those needs, which typically involves medical, educational, or assistive technologies that can be applied at the individual level. Another factor, and perhaps a more significant one, is that disability rights or non-discrimination legislation may have had some unintended consequences by guiding attention to “equal access” as the predominant intended outcome (Taylor, 2003). IHEs typically responded to Section 504 and the ADA by establishing disability support services (DSS) offices responsible for ensuring that qualifying students gain legally mandated equal access (Madaus, 2000). “Equal access” has been primarily interpreted as referring to physical access to campus

facilities (e.g., building entry ramps, accessible housing) and to accommodations and supports enabling participation in academic activities (e.g., note takers for students with hearing impairments). In contrast, equal access to the co-curricular domain (social, recreational, and other non-academic activities) has rarely been highlighted as a responsibility for DSS offices (Guzman, 2008; Loewen & Pollard, 2010). The essential need for supportive social relationships is not mentioned in either Section 504 or the ADA, and is apparently therefore seldom seen as a priority issue for DSS offices.

Envisioning a Future of Diversity and Disability in Higher Education

Described below are several emerging trends that hold promise for raising awareness of the total needs of SWD to be more socially and academically integrated on campuses. All of these trends point towards a possible future in which the campus climate is experienced by SWDs as welcoming and supportive so that all students feel like they truly belong.

Reorienting Disability Support Services towards the Social Model

Understandings of the causes of and appropriate responses to disabilities have commonly been classified as fitting either a medical or a social model. The medical model targets the individual for intervention, and potentially provides SWDs with essential supports for higher education success. Following a social model, disability is a social construction emerging from society's environmental, economic, and cultural barriers to full social acceptance and inclusion (Fleischer & Zames, 2001). These models are not mutually exclusive but can complement each other. However, DSS offices, with some exceptions, have been critiqued as being guided almost exclusively by the medical model, which is congruent with the ADA's orientation to ensuring equal access for individual SWDs but does not direct attention to important social issues of stigma and unwelcoming campus environments (Hadley, 2011). Wider adoption of the social model is expected to reorient DSS offices to expand beyond a narrow interpretation of equal access to also address campus-level social barriers and foster social inclusion (e.g., Gabel, 2010; Guzman & Balcazar, 2010; Strauss & Sales, 2010; Thornton & Down, 2010).

Enhancing Collaboration among Student Services

As advocated by Harbour and Madaus (2011), more collaboration among student services is needed to better address the physical and social barriers faced by SWDs. Currently various IHE offices and programs tend to be situated in what have been called bureaucratic "silos" with the DSS office typically considered to have primary or sole responsibility for supporting SWDs (e.g., Burnett & Segoria, 2009). The University of Connecticut provides a model for how the barriers inherent in silos can be broken down and commitment for supporting SWDs expanded (Korbel, Lucia, Wnzel, & Anderson, 2011). Key elements of the model include (a) having each DSS office staff member serve as a liaison to promote collaboration with specific departments across campus, and (b) conducting workshops on a range of disability-related topics for various student affairs units, which also serve as venues for developing collaborative partnerships. An example of the potential of cross-unit collaboration is provided by Wessel, Wentz, and Markle (2011), who described how at least five different offices at a university collaborated to organize a "power soccer" club so undergraduate power wheelchair users could participate in athletics, with those who were subsequently interviewed reporting enhanced friendships, greater self-confidence, and improved communication and interpersonal skills.

Including Disability in Diversity Initiatives

As noted earlier, many IHEs implement diversity initiatives, but these often fail to include disability. In line with the emerging idea that greater collaboration is needed across student services, DSS offices might work with those involved in diversity initiatives to strengthen or add a focus on disability (Higbee, Siaka & Bruch, 2007). This would provide an avenue for promoting social model language about disabilities moving away from the deficit

orientation inherent in medical model descriptions of SWD. For example, Depoy and Gilson (2008) promote use of the terms *typical* and *atypical* to highlight the fact that human characteristics occur along a continuum and also to avoid the value judgments inherent in commonly used terms such as *normal* and *abnormal*, which imply a binary division rather than a continuum. In this vein, there has been increasing use of the term *neurodiverse* (as opposed to *neurotypical*) to describe people with disabilities such as autism, learning disabilities, attention disorders, or certain psychiatric disorders.

Neurodiverse individuals may in fact have advantages in certain situations and occupations such as the attention to detail that many people with autism can bring to a task (Armstrong, 2010). Research also suggests that people with disabilities achieve more positive self-identities when they are able to “reframe” problematic personal characteristics as lying on a continuum of diversity rather than being outside the range of normalcy (Hahn & Belt, 2004; Olney & Kim, 2001). As use of neurodiverse and other non-stigmatizing terms becomes the standard, we can expect SWDs to gain enhanced feelings of belonging that in turn support the development of more positive self-identities and greater willingness to self-disclose in order to access services and supports promoting improved social and academic outcomes.

Extending Universal Design to the Co-curricular Domain

Ensuring equal access often involves use of universal design principles, which refers to the modification of environments and activities so they are accessible to everyone, no matter their functional limitations (Roberts, Park, Brown, & Cook, 2011). Universal design is best known with regard to physical access, while what is known as universal design for learning is increasingly being used to make educational materials and activities more accessible for students with a wide range of learning styles and physical and sensory abilities. Universal design for learning holds the promise of helping to “normalize” the higher education experience of SWDs by reducing the need for them to self-identify and followed detailed procedural steps necessary to obtain classroom accommodations. The universal design approach also has the potential to improve access to the co-curricular domain (e.g., large screen transcription of announcements and speeches at public events) (Belch, 2005; Johnson, 2000; Strange & Banning, 2001).

Promoting Change through Student Activism

The Disability Rights Movement has achieved many successes largely because people with disabilities have stood at the forefront and become visible as fellow human beings. The frontline advocacy of SWDs themselves may also be essential to successfully prompting IHEs to do what is needed to create campus environments that are truly welcoming for all. The Beyond Compliance Coordinating Committee at Syracuse University provides one model for student activism. According to the organization’s website (<http://bcccsyracuse.wordpress.com/>), it was founded in 2001 by a group of graduate SWDs with membership open to all students. The organization has held numerous awareness-raising events and worked with the university administration to change policies and practices. The committee has achieved national reach through publications and conference presentations and its model has been adopted at other IHEs. Another organization working to strengthen the collective voice of SWDs is the Youth Legacy Foundation. Its activities include a Higher Education Network (currently focused in Minnesota) designed to link student groups at different IHEs so they can share resources and expand their impact and reach (http://youthlegacyfoundation.org/?page_id=621).

Assessing Progress in Creating Welcoming Campus Climates

The various activities described above may be viewed as components of a broader initiative to transform what has been called the “campus climate” so it is experienced by SWDs as welcoming and fully accessible (Huger, 2011; Wilson, Getzel, & Brown, 2000). Over the years a number of instruments have been developed to assess how welcoming

the climate is for diverse student subpopulations, including several specifically for students with disabilities. The College Students with Disabilities Campus Climate survey is comprised of 43 six-point Likert scale items (Lombardi, Gerdes, & Murray, 2011). The Assessment of Campus Climate to Enhance Student Success consists of several questionnaires that gather the perspectives of administrators and staff, faculty, and students (Vogel, Holt, Silgar, & Leake, 2008). AHEAD offers a service to administer these questionnaires online and produce summary reports (http://www.ahead.org/program_eval_tools). Stodden, Brown, and Roberts (2011) provided a brief climate assessment tool consisting of 10 “agree” or “disagree” items (derived from a set of larger instruments on attitudes to people with disabilities, programmatic supports, facilities access, and instructional access) along with a scoring guide. Such instruments can be used by faculty and administrators to evaluate and improve their programs to better serve SWDs, and by SWD groups to validate their advocacy efforts to promote change and track the extent to which change is happening over time.

Conclusion

The ultimate goal of the Disability Rights Movement has been to reach a point where everyone is viewed and treated as deserving of respect and full social acceptance. Higher education can play a leadership role in attaining this goal by creating inclusive and welcoming campus environments that serve as models for the wider society. Such environments are not legislated or legally required, as they would be based on changed attitudes and behaviors typically not possible to legislate. The development of welcoming attitudes and behaviors would instead seem to require continued advocacy by concerned individuals with and without disabilities who work to define and spread enhanced norms about what an IHE should be. Issues to consider include:

- Promote the benefits to higher education as a place of valuing and seeking out diverse ways of perceiving and thinking. This would require campuses to work toward a culture of exploration, acceptance and support for and by a diverse range of teachers and learners.
- Advocate making campuses barrier-free and welcoming, physically, programmatically, and attitudinally. While many people may support this statement, it is imperative that SWDs and other marginalized students take up the charge for higher education campuses to be truly welcoming and supportive for all students. This requires that training (self- and group-advocacy) and support be provided to SWDs to step into the lead.
- Increase the proportion of faculty and staff with disabilities and other diverse characteristics on campuses, to raise the visibility and status of such persons and provide SWDs with more potential role models, mentors, and advocates.
- Give more attention to social integration issues for SWDs within the context of diversity. It is important to seek out and involve social scientists and others in this effort – too many times only researchers and advocates in the disability field are involved, which amounts to “preaching to the choir.” Research is especially needed on SWDs who are liable to face discrimination on other counts, such as being of ethnic/racial minority heritage or having a non-normative sexual orientation.
- Raise awareness of these issues broadly by publishing research articles and advocacy pieces in academic journals and general audience publications outside disability fields.

As the social model of disability continues to impact upon how disability services, supports, and accommodations are provided in higher education, increased opportunities will become available to support SWDs within the broader context of supporting all students to successfully access, retain, and complete the program of study of their choice. Furthermore, as SWDs are supported to rethink about themselves and others on a continuum of diversity, it is expected that all learners will feel a sense of belonging and express their needs to be successful learners, free of the restrictions and stigma that come with labels. Once campuses have become places where all students are supported to learn, regardless of their diverse

needs, then we can all begin to feel the shift from a “rights based approach” to a “what’s right” approach to supporting SWDs in higher education.

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UDC 008.009.

REGIONAL MENTALITY AND THE DIALOGUE OF CULTURES

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The article is devoted to the problems of the dialogue of cultures and languages. The research was conducted in the North Kazakhstan region, a multicultural region, where the main ethnic groups are Russians and Kazakhs. The authors put forward a hypothesis: the interaction of cultures and languages of ethnic groups living together for more than one century led to the formation of a regional mentality. The transformation of mentality is due to the benevolent attitude towards the culture and traditions of the representatives of the interacting ethnic groups.

The proposed hypothesis is justified by the results of the analysis of various materials, the observations of the authors, confirmed by the results of an experimental survey of students, and a targeted survey of respondents of Kazakh and Russian nationalities of different age groups.

The family, the natural factor of residence, language, culture and folk traditions are considered as the basic concepts of mentality. The interdependence of cultures in the present research is traced by the method of interpretive semantic analysis of the poetic texts of local authors, since in the poetic picture of the world the borrowed nominations are markers of a visual and figurative perception of the changed world view (or the picture of the world).

North Kazakhstan is a unique region, because it is situated at the linguocultural juncture. In the modern Kazakhstan there are two dominant ethnic groups: the Kazakhs and Russians, and there is a mutual influence of the Turkic and Slavic language pictures of the world. Let us turn to the Kazakh and Russian linguistic pictures of the world on the example of texts of modern Kazakh and Russian songs with elements of national identity.

In the poetic text of the song of the rock group “Alice” (“Alisa”) the primordially Russian landscape is praised: lightnings, thunderstorms, gray clouds, falcon heights, sky cover, deer trail, village smoke, snowdrifts, white-toothed winter and the snow skyline.

The text conveys the historical background of the time of the Tatar-Mongol oppression. The song describes the confrontation of the Slavs attacking basurmans. The song sounds like an ode to the Russian people, defending the Russian state immensity – “From the Chudskoe Lake shores to the icy Kolyma,” the song praises the fearlessness of the Russians ready to die for their native land. The Slavs are presented in the song as the “white army”, brave and proud, fighting for their homeland. It is noteworthy that the line “Chainmail are ringed to us with the Russian speech” shows how the love for the motherland and native speech are merged, representing the basic concepts of the Russian mentality.

War horses and wolves of the wide steppe, the blue flag and horsemen are depicted in the song of the Kazakh pop group “KESHyou”. Horsemen (batyrs) are the main symbol and pride of the motherland. They fight for their steppe with dignity and follow the precepts of the batyrs` ancestors. The sons of the Kazakh people are identified with high mountains and bright stars, eagles and lions, they are brave, and their battle cry “Alishim!” goes back to the historical tradition of the Kazakh people.

The analysis of the Kazakh and Russian cultures indicates the identity and self-sufficiency of the presented linguocultures. Sublimation of Russian and Kazakh cultures is manifested in the works of modern North Kazakhstan poets.

<p>И души тронув струны Белый, пышный на вид, Каравай полнолунный С дастархана глядит. И хмельна, и бела, Щедро ходит по кругу С кумысом пиала.</p>	<p>And having touched the strings of the soul White, magnificent, Full moon loaf Is looking from dastarkhan. And hop, and white, Generously walks in a circle Piala with koumiss.</p>
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The metaphor “strings of the soul” is inspired by the Kazakh dombra. On the Kazakh dastarkhan the Russian loaf (karavai) and a piala of kumys, the favorite drink of the Kazakhs are standing next to each other. However, the loaf was awarded the epithet “full moon”, which certainly underlines its eastern dominant, since the crescent is revered in Muslim countries, no wonder that it is often found in the names of Kazakh girls: Aysaule, Ayaru, Aygul, Aylin.

Two-cultural perception of the nature of the native land is also observed in Magzhan Zhumabayev`s poetry:

<p>Мы судьбе подвластны, знаю, Но и в дальней стороне Будет родина степная, Как березка, жить во мне. М. Жумабаев</p>	<p>We are subject to fate, I know But also on the far side A steppe homeland, Like a birch tree, will live in me. M. Zhumabayev</p>
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In the Kazakh poet`s linguistic picture of the small homeland, the immense Kazakh steppe and the birch live nearby as a linguocultureme of the Russian culture.

We consider the features of the Kazakh and Russian ethnic groups` mentality. A comparative analysis of the semantics of the family concept in these cultures shows a close understanding of the family and attitude to family values. The axiology of these concepts is confirmed by the standards of popular wisdom, as recorded in the proverbs of the Russian language:

При солнце тепло, а при матери добро.	It is warm with the sun; it is good when mother is near
На свете всё найдёшь, кроме отца и матери.	In the world you will find everything except father and mother.
Семья без детей, что цветок без запаха. [1. С.133]	A family without children like a flower without odor. [1. P.133]
In the Kazakh proverbs:	
Без корня и полынь не растёт;	Without root, the wormwood does not grow;
В своём ауле и собака хвост трубой держит.	In its own aul even the dog holds a tail like a pipe.

For both cultures, the family traditionally involves marriage between a man and a woman, and children are perceived as a necessary condition for a happy life. Therefore, there is no discussion in the region about same-sex marriage or LGBT. These trends are simply not accepted by either one or the other culture. However, it does not mean that family and family relationships are identical in the compared cultures. In the Kazakh culture, the scope of the family expands and kinship ties are maintained up to the seventh generation, including the clan, and the kinship in the male line is considered to be the main one, therefore the origins of the clan are determined only in the male line. The transformation of the concept of family occurs under the influence of interacting cultures, as well as under the influence of modern society, in which kinship ceases to play a major role in human socialization.

Studies in regional linguistics suggest that at the turn of the linguistic cultures, with benevolent relationships between representatives of different ethnic groups, there is a special subculture, carriers of such a subculture are characterized by similar features of mentality. It is not by chance that the concept of regional identity is introduced into scientific circulation. Esina Yu.G. names the following contents of a regional subculture: “Indicators of regional identity are force words in a speech about a region, material objects of symbolic meaning, actualizing regional affiliation. Cultural practices are regional traditions and rituals.” [2.p.138]

Subculture, being a derivative of a national culture, assumes its own set of values. On the basis of a multi-stage, complex analysis of the individual linguistic picture of the world of a multicultural personality, we conclude that a poetic text can reflect the depth of penetration of phenomena of a different mentality into human consciousness. The poets of Northern Kazakhstan write in their poems that they are aware of the interaction of two cultures:

А родом я из Казахстана. [3. С. 9] Я к племени <i>славян</i> принадлежу,	I belong to the tribe of Slavs, And I come from Kazakhstan.
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We also find similar recognition in other poets of this region, as evidenced by the verses of Alexander Kurlenya:

Пусть изменились рубежи, Я в Казахстане, как в России. [4. С. 14]	Let the borders change, I am in Kazakhstan, just like in Russia.
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Devoting a poem to his Kazakh friend, a poet Vladimir Schukin writes:

Чай — он всегда будет чай,
сидя за чаем тем вкусным,
вновь я забыл невзначай,
кто я — казах или русский? [5. С. 43]

Tea – it will always be tea,
sitting at the tea so delicious
again I forgot by chance
Who am I – Kazakh or Russian?

The poem accurately reflects the interethnic relations between Russians and Kazakhs. Here tea-making, one of the obligatory attributes of Kazakh hospitality, is a tribute to this tradition, as well as mutual interest and mutual understanding of tea-drinking participants, whose relationships are so trusting that they are not concerned about the problem of belonging to different ethnic groups. Such relationships are characteristic of Russians and Kazakhs in a given region, where a friend is chosen not by belonging to a particular culture, but by its moral qualities.

V. Shesterikov called Northern Priishimye “the land of birch islands”. These “birch islands” were seen from childhood by such Kazakh poets as Magzhan Zhumabayev, Sabit Mukanov and Bakhytzhan Kanapyanov, and birch pegs, as they are called here, became for them just as loved as reckless steppes, bitter wormwood and father-grass for Vladimir Shesterikov, Alexander Kurlenya, Vladimir Schukin and other Russian poets. In the conditions of the prevailing subculture, where there is an active interaction of different ethnic groups, the representations of a personality formed under the conditions of a regional mentality are represented.

The knowledge of the language of another nation and the introduction through language of its culture create the foundation on which the dialogue of different cultures takes place in a different ethnic society, such as Kazakhstan, forms tolerance and mutual respect and trust of different ethnic groups.

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UDC 008.009.

THE INTERTEXT IN THE DISCOURSE OF JOURNALISM

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Language systems of different strata of society coexist within the same language. The language of a certain ethnic group is characterized by its multilayered organization, which depends on the social structure in society. In the language there exists parallel elitist culture of speech and vernacular, the literary language and the language of the street [1, 278].

A modern style of journalism is typical of a conscious confusion of the high style vocabulary and colloquial, bookish and jargon. This synthesis in the hands of skilled pen sharks arouses interest in the text and determines the development of the style of modern discussion journalism.

For any author, an intertext is primarily a way of creating his own text and asserting his creative individuality, his position through the perception of connections and relations with the texts of other authors or his own earlier created works, that is, the author creates a two-dimensional text.

The reference function is one of the important functions of the intertext. The intertext contributes to the self-expansion of the meaning of the text, the expansion of the information field, increase contents. The intertext is an opportunity for the dialogue with other texts, which enriches the author's statement due to the connection with the quoted text. It becomes a representative of someone else's text, launching the mechanism of associations.

An important task for the creator of a journalistic text is to find a "common language with the reader"; the points of contact of interests will ensure the readability of the material and the response to it. It is possible to create a "shade of confidence" by stylizing, for example, the use of slang words, but it is also possible with the help of using other elements functioning in a particular sphere, in particular, quotations from certain literary works or phraseological units [2, 69].

One of the equally important functions of the intertext but not independent is the creation of the game moment, often built on the effect of "deceived expectations". The intertext can serve as a means of expressing the author's assessment. Then the citation reveals the author's solidarity with a certain authoritative opinion that becomes a kind of reconciliation of positions.

A special case of the intertext is a title that is a quote or reminiscence. If the title contains the program of a literary work and the key to its understanding, the title-quote uses the meanings of the precedent text, forcing the reader to look for parallels and points of coincidence of the two works.

After reading the title "So that nonsense of everyone was visible. Language as the enemy of Ukrainian politicians", which is clearly divided into meaningful, information part (Language as the enemy of Ukrainian politicians), the reader will concentrate his\her attention not on this part of the title, as it brings to mind the well-known violations of the norms of speech, or no less known "loud statements" of Ukrainian politicians. The first part of the title affects the emotional sphere of the reader: he\she has a natural desire to learn about new "initiatives" of Ukrainian politicians, which the author calls nonsense. The trust in the author of the article is evoked by the statement of Peter the I at the beginning of the title, as involuntarily there is a conclusion: if the author is familiar with the history of Russia and the history of rhetoric –he\she is interesting for me [1, 271].

Headings are interpreted only after reading the text of the article (understanding scheme: "understanding with reference to the text of the article"). A lot of noise and again-nothing, the title is built on the basis of word play. The aphorism "a lot of noise from nothing", which takes its origins in the work of W. Shakespeare, has the value of turmoil, turmoil, stormy proceedings in any case arising from a trifle. The introduction of the "and again" component in the title emphasizes not only the "trifling" beginning, but also the meaningless completion. The meaning of this heading is rather generalized, such a heading with identical success could belong to an article about reforms or about Deputy programs, or about judicial proceedings or, as in this case, about football.

Phraseological units are used in the titles of newspaper and journalistic texts to attract the attention of readers. They contain a minimum form and maximum content that allows the reader to easily select the article of interest. In addition, phraseological units perform informational, emotive, expressive and cognitive functions. Their use, along with colloquialisms, vulgarisms, jargon and other lexical means, makes the language of the nowadays press dynamic and close to spoken language. This is noted not only in journalism, but also in the language of different types of media.

Some linguists believe that the mass media language in the twenty-first century is the sphere in which the literary norm of the modern Russian language develops and stabilizes [3, 144]. Although not all scientists agree with this point of view.

Intertexts with theological and demonological lexemes that have undergone structural and semantic transformation date back to paremiological, biblical and literary sources. The use of these case-law transformed statements in the media can lose the original meaning and contributes to the emergence of ironic attitude, both to the original case-law statement and its modern version.

Undoubtedly, proverbs and sayings, getting a new sound, meet the spirit of the time and reflect the mood of modernity. The use of proverbs or sayings expands the boundaries of the author's thought, avoids clichés, gives the effect of novelty and rethinking, gives a kind of "flavor" to the whole text.

Proverbial expressions in the head function are often perceived in the literal sense (literal), for example, the title: Quiet ride-will continue (<http://www.kr-znamya.ru>). It is an article about reducing the speed limit for those who have only recently received the right. Sometimes new shades of meaning are introduced into a proverb or a saying, or there is a play on words as a result of combining direct and figurative meanings (duplication) resulting in a certain expressive effect, for example, "What is the parish, such is the priest" presents the material about where and how priests earn.

Thus, the intertext helps the author to be unobtrusive, a journalist can fearlessly express his/her opinion without showing their own initiative, subtly focus a reader's attention on the basic issues, affect the emotional sphere of the recipient, that is, the intertext allows you to imperceptibly manipulate the reader's consciousness.

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UDC 371.7

INTRODUCTION OF HEALTH-SAVING TECHNOLOGIES IN EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF BELARUS

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Recently, much attention is paid to the health of people in Kazakhstan. The health of the nation is the key to the economic growth of the country, the growth of welfare of the people of Kazakhstan. It is no coincidence that in his Message to the people of the Republic of Kazakhstan, the leader of the Nation - Head of State Nursultan Abishevich Nazarbayev strictly focuses on this important aspect. "With the growth of life expectancy and the

development of medical technologies, the volume of consumption of medical services will definitely grow. Modern health care should focus more on disease prevention, rather than on expensive hospital treatment. It is necessary to strengthen the management of public health, promoting a healthy lifestyle. Special attention should be paid to the protection and promotion of the reproductive health of young people” (1). N. A. Nazarbayev noted that such experience has long existed in the world practice and should be implemented everywhere.

Indeed, health-saving technologies are actively and efficiently introduced in the CIS countries, in particular in Belarus.

This topic is particularly relevant in the context of the problems of preserving the health of the younger generation through active and successful entry of students into society.

Health is an invaluable asset not only for every person, but also for the whole society. The aim of the article is to promote the introduction of health-saving technologies in the educational space of institutions.

Presentation of the main line of the article. The National Statistical Committee of the Republic of Belarus regularly publishes indicators describing the network of health organizations and their activities. It states information on disability of population and social security of persons with disabilities, information on the health state of the population is presented by groups of diseases, in accordance with age and sex. The statistical data are given over time for the past few years in the Republic as a whole, in regions and in Minsk.

Numerous studies in recent years show that about 25-30% of children among future first-year schoolchildren have certain health problems. Here we need to remember that the “school factor” is the most significant in terms of impact and duration, affecting the health of students. During the period of schooling, the number of healthy children reduces 4 times, the number of myopic children increases from 3.9% to 12.3% from first grade to high school, those with neuropsychiatric disorders - from 5.6% to 16.4% and those with posture disorders – from 1.9% to 16.8%.

Children's health is the main priority of the social policy of Belarus. In this context, it is important to create conditions for the qualitative development of human potential, healthy and decent life of the population, that can be achieved through the implementation of a set of measures to strengthen health, increase fertility and life expectancy. Based on these priorities, there was developed the State Program “Health of the People and Demographic Security of the Republic of Belarus“ for 2016 – 2020 [1], the purpose of which is to stabilize the population and increase life expectancy.

The State Program provides for the creation of conditions for improving the health of the population that covers all stages of life, wide awareness of the population about the risk factors that threaten health, promotion of healthy lifestyles, formation of self-preservation behavior, development and strengthening of family values, increasing the prestige of parenthood, improving the reproduction of the population, reducing the mortality rate, especially at working age, increasing life expectancy and improving the quality and availability of health services.

The state program includes the following subprograms:

- sub-program 1 - Family and Childhood;
- sub-program 2 - Prevention and Control of Noncommunicable Diseases»;
- sub-program 3 - Prevention and Overcoming of Drunkenness and Alcoholism»;
- sub-program 4 - Tuberculosis;
- sub-program 5 - Prevention of HIV Infection»;
- sub-program 6 - External Migration»;
- sub-program 7 - Ensuring the Functioning of the Belarus Health Care System .

The main subprograms for educational institutions of the Republic are Family and Childhood, Prevention and Overcoming of Drunkenness and Alcoholism and Prevention of

HIV Infection. On the basis of this State Program, focused efforts are made to introduce health-saving educational technologies that are aimed at educating students in the culture of health, personal qualities that contribute to its preservation and strengthening, formation of the idea of health as a value and motivation to maintain a healthy lifestyle.

Healthy lifestyle is the basic concept of health-saving technologies. According to the Constitution of the World Health Organization (WHO), it is not only the absence of any disease or injury, but it is also complete physical, mental and social well-being. The main elements of a healthy lifestyle include the absence of bad habits, high culture of communication and behavior, rational nutrition, observance of work and rest and optimal motion mode, the basis of which depends on regular physical training and sports, sanitary and hygienic culture.

The question of maintaining the health of students in our school in recent years is very acute. Monitoring of their health state shows a tendency to increasing of the number of students with various functional disorders and chronic diseases.

There is Physical Education subject in the curriculum of our school, which can to some extent compensate for the negative impact of intensification of the educational process (increased inactivity and reduced motor activity of students). At the expense of released-time classes we introduced so-called "Hour of health and sports". Most of the sixth school day is occupied with activities aimed at the formation of healthy lifestyle skills (there are held Health Days, including various relay races, mini-competitions, sports tournaments, etc.).

Teachers and school administration approach this problem comprehensively. The main purpose of health-saving technologies is to provide the student with the opportunity to maintain health during the period of schooling, to form the necessary knowledge and skills for a healthy lifestyle and to teach how to use this knowledge in everyday life. The implementation of this goal depends on the following priorities: the organization of a rational educational process in accordance with the norms of public health requirements, rational organization of motor activity of students and the system of work on formation of the value of health and healthy lifestyle.

For the purposes of application of health-saving technologies, we promote tactful attitude to assessing the level of students' success (school assessment) among the teachers of the school. We train our teachers that:

- a child should always feel happy, to help him in this;
- each lesson should leave only positive emotions in the child's soul;
- children should experience comfort, security, and, of course, interest in your lesson.

There cannot be found any tutorial on this topic, it shall be learned on one's own. This is an individual path to skill, it is not easy, but we are purposefully working in this direction with whole our team.

Within the decades we use ungraded classes for pupils of 1-2 grades. This health-saving technology contributes to the creation of psychological comfort of children.

Our school is based on the following approaches to the education of students from the part of introduction of health-saving technologies:

- axiological approach — creation of the student's personal system of values;
- personality-oriented approach — creating an atmosphere of respect for the various characteristics of the individual;
- humanistic approach — support and protection of the child (social, legal, pedagogical, medical and psychological);
- system approach — all educational and training work is carried out according to the general system, the program of school development is elaborated.

A child should be brought up in a favorable and integral psychological and pedagogical environment. Therefore, it is important to build a dialogue with the child — to create an

environment that would contribute to the development of talents, abilities, skills at the lowest psycho-emotional costs on the part of the child and parents. Children's health depends primarily on the family: the relationship between parents, understanding of the child, the nature of employment with the child, social and living conditions, the presence of a friendly atmosphere of interaction and cooperation. The relationship between parents and children should be trust-based and friendly, but at the same time the child must understand and respect his parents and listen to their opinion. Therefore, the main educational and explanatory work performed by the school administration, class teachers, social pedagogue and psychologist shall be, first of all, with the parents of students. A teacher cannot keep track of everything. Much more responsibility falls on the shoulders of parents, who should role model: give up soda, quit smoking, get up, finally, from the couch and spend at least one evening with the child.

Health-saving technologies are used during classes, dynamic recreations and morning exercises that start every school day as well as during meal breaks in compliance with the regime of the day, the recommendations of doctors, etc.

Relationships with teachers are built around the same principle as with parents, but with more respect and on a more business-like basis. Therefore, school teachers include educational tasks during their lessons such as team-building, tolerance and creation of psycho-emotional environment in the classroom. Any activity at school should be positive and emotional. The school regularly holds competitions that reflect bad habits and methods of dealing with them; we have a creative approach to the organization of sports work with students. Special attention is paid to hygiene at school: all students have a change of shoes, wash their hands before eating. Classrooms are regularly ventilated and have an optimal temperature.

Much attention is paid to career-oriented work, where class teachers talk not only about interesting, necessary and important professions, but also about the way health affects the choice of a profession, about what profession one can choose if he has any disease and how to maintain health during work activities. Class tutors plan activities for so-called class hours for the formation of a healthy lifestyle. The most acute problem is the proper nutrition of students, their good night sleep and mental rest at home.

In this respect, we all should not forget that taking care of children's health is a joint work of teachers, students and parents. Only purposeful activities in this direction can ensure effective implementation of health-saving technologies in the educational process of educational institutions.

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INFLUENCE OF THE DIGITAL ECONOMY ON THE TRANSFORMATION OF HUMAN RESOURCES

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Technological shifts, expressed in the processes of digitalization, automation and robotization, lead to the serious structural shifts in the economy. The development of information, post-industrial society based on the knowledge economy forms new human qualities in the economy. When digitizing the economy, attention should be paid to improving the quality of human capital.

The transformation of human capital, in our opinion, should already pass through the data economy, since now the data are already becoming the main economic agent in all areas - in industry, in science, in art, in medicine, etc. Working with data, data processing, data aggregation, data cleansing, application, data validation – these are where we need to direct our efforts in the development of human capital.

It is known that not all development specialists are engaged in the development of new technologies, the majority of specialists are the consumers of these technologies, but unlike the traditional economy, the consumer will independently bring in a certain capitalization, profit and produce certain data. Today the economy has entered a period of uncertainty, has become poorly predictable, technologies are emerging, and in this connection, the training of both developers and consumers of new technologies is important.

It is known that in developed countries, state wealth is 70% - 80% determined by human capital, from 10% to 20% - this is material capital, and then natural resources. The experience of the post-war decades also testifies to the importance of human capital. Despite on the lack of natural resources, Japan, Taiwan and other Asian countries have made significant progress in the development, relying on a well-trained, educated and disciplined workforce. Over 25 years, the gross domestic product of the “Asian tigers” has grown by about 4 times.

Considering the Kazakhstani economy, it should be noted that by 2017, GDP increased by 4%, overcoming the heavy consequences of the global economic crisis caused by economic sanctions against Russia. The manufacturing industry showed a five-year maximum growth - 5.1%, which was made possible by the implementation of projects within the Industrialization Map. Through the State program of industrial-innovative development of the Republic of Kazakhstan, 62 projects have already been introduced for an amount of about 850 billion tenge and 5.5 thousand jobs were created.

Despite the positive economic indicators in Kazakhstan, it should be noted that the sanctions policy of Western countries against Russia, initiated in July 2014 made its own adjustments. In particular, the sanctions caused damage not only to the Russian economy, but also to the Kazakh and global economies in general, and the main threat was to limit the transfer of technology.

In this connection, the main vector of development of Kazakhstan in the nearest future is the digitalization, the introduction of digital technologies in all spheres of life, which will allow the Kazakh economy to develop in the line of global trends.

In the Message of the President to the people of Kazakhstan, a whole range of new interesting ideas and proposals can be noted. Priority is given to the following tasks. Firstly, the modernization and digitalization of Kazakhstan industry. Secondly, the development of resource potential through the introduction of integrated information technology platforms,

allowing to provide energy efficiency and energy saving enterprises, as well as environmental friendliness and efficiency of energy producers themselves. Thirdly, the achievement of a breakthrough in the development of the agro-industrial complex through the use of "smart" technologies. Fourth, improving the efficiency of transport and logistics infrastructure.

Such technologies as massive data analysis, advanced sensors and sensors, integrated information systems (ERP, MES), robotic operations and others should be implemented. Agribusiness can be optimized with the help of "smart technologies" and special IT tools. Information-computer technologies in the agro-industry in many countries of the world already today bring tangible results in comparison with the traditional methods of conducting agribusiness and open up new opportunities for optimizing and improving its efficiency.

For example, the expatriation of mobile technologies, which provides all the information about the origin of products, stages of production, information about the technologies used to customers directly, which improves and simplifies the direct dialogue between consumers and manufacturers. Or making decisions on agribusiness management based on cloud applications for "smart farms", when information about humidity, temperature, soil condition, as well as the movement of animals is continuously collected. The obtained information is stored and processed in the cloud and presented in a convenient form - through a mobile application. IT technologies provide reliable and accurate control over all stages of the production of products in real time. The introduction of digital technologies, such as block-chain, to track the movement of goods in the online mode and their smooth transit, as well as simplify customs operations, the use of "Big data", allowing to provide high-quality analytics, identify growth reserves and reduce redundant expenses.

In addition, the role of science in improving the quality of human capital is also important. For example, to build a chain not only of "scientific research - the generation of new knowledge", but after this generation to bring knowledge to the level of development, to the level of some specific pilot samples, and then to start mass production and commercialization. That is, we do not have to stop only on the writing the articles and not bring them to a specific market, to the competitive stage of the product, science should be understood a little more broadly. In this case, the contact of science and business, science and the state is important. It may be noted that the dialogue between science and the state is established. There are risks with which the scientist works, who does not necessarily get a positive result, but at the same time - usually the state insures. This is ours and in other countries.

In our opinion, the situation in the "science-business" chain is harder. The main reason is the lack of mechanisms for the Kazakh business, indeed, which would be interested in investing its resources not only financial ones, but also material and intellectual resources for conducting scientific research. The lack of business interest to invest in science is due to the fact that the time lag from investing in research to profit is quite long. Now our business seeks to work on a short horizon, to get its profit for a short period of time.

Therefore, the driver of economic development is precisely the people, human capital. It is information technologies that transform human capital, making new demands on its components, and, above all, on the capital of education. In this regard, it is necessary to reform the system of training, retraining and advanced training of workers, taking into account the changing requirements for the development of targeted competencies. One of the priority forms of maintaining professional competence of an employee at a competitive level for the modern labor market is the concept of continuity of vocational education, which proceeds from the active role of the employee in the educational process. Higher education institutions and secondary professional organizations should switch to a model of advanced education. The restructuring of the educational process based on the use of advanced learning technologies is needed.

Systematic staff training improves the quality of human capital at the individual, micro, and macro levels. In the conditions of a whole state, with the expansion of the use of high-performance technologies and an increase in the speed of their spread, it is human capital that becomes a resource capable of providing increased productivity and economic growth. And enterprises with qualitatively new human capital are becoming globally competitive.

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