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**BULLETIN**  
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## МАЗМҰНЫ — СОДЕРЖАНИЕ — CONTENT

### ТӘРБИЕЛЕУ ЖӘНЕ ОҚЫТУДЫҢ ТЕХНОЛОГИЯЛАРЫ МЕН ТЕОРИЯСЫ ТЕОРИЯ И ТЕХНОЛОГИИ ОБУЧЕНИЯ И ВОСПИТАНИЯ THEORY AND TECHNOLOGIES OF EDUCATION AND TRAINING

<i>Джантасова Д.Д., Деверо К.</i> К вопросу о развитии потенциала интернационализации высшего технического образования .....	6
<i>Kalizhanova A.N., Maryshkina T.V., Shelestova T.Yu., Aupenova A.U., Letyaikina T.A.</i> RELO MOOC experience: facilitating online learning with a diverse group of the participants.....	12
<i>Mazhenova R.B., Beisenbekova G.B., Yelshina M.K., Danek J.</i> Formation of the polylingual personality of pupils of secondary school .....	18
<i>Mukhtarova Sh.M., Pazylbek B.K.</i> Patriotism as a condition of formation of person's civic identity..	25

### ТІЛДІК БІЛІМНІҢ ТЕОРИЯЛЫҚ-ҚОЛДАНБАЛЫ МӘСЕЛЕЛЕРІ ТЕОРЕТИКО-ПРИКЛАДНЫЕ ПРОБЛЕМЫ ЯЗЫКОВОГО ОБРАЗОВАНИЯ THEORETICAL AND APPLIED PROBLEMS OF LANGUAGE EDUCATION

<i>Abdykarimova G.M., Abdykarimova M.M.</i> Written discursive competence as a component of the foreign-language communication competence of university students.....	33
<i>Калижанова А.Н., Шелестова Т.Ю., Макаровская П.Ю., Марышкина Т.В., Аупенова А.У.</i> Потенциальные возможности использования палеонтологического компонента во внеклассной деятельности учащихся среднего звена на английском языке.....	40
<i>Kopzhasarova U.I., Sagatkarim D.E., Shaimerdenova A.K., Stanchiu N.</i> Development of foreign language professional skills of chemistry specialty students .....	47
<i>Moiseeva L.V., Assanova D.N., Shalbayeva D.Kh.</i> The role of learning environment in teaching English in the context of inclusive education.....	54

АВТОРЛАР ТУРАЛЫ МӘЛІМЕТТЕР — СВЕДЕНИЯ ОБ АВТОРАХ — INFORMATION ABOUT AUTHORS .....	62
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### **К вопросу о развитии потенциала интернационализации высшего технического образования**

Интернационализация образования создаёт новые возможности для высших учебных заведений, способствует повышению доступности и внедрению инновационных методов в системы высшего образования. В статье рассмотрен вопрос развития потенциала интернационализации высшего технического образования. Автором предложено определение понятия «интернационализация», представлены цель, научные методы и потенциал проекта, рассмотрены основные направления развития данного процесса в рамках опыта Назарбаев Университета, канадского и российского опыта исследований по построению рамочной основы концептуализации развития интернационализации. Стартовый анализ изученных работ по интернационализации высшего образования показал наличие проблем в результатах международной деятельности отечественной и зарубежной практики и отсутствие работ по наращиванию потенциала интернационализации технических вузов. Большой интерес вызвали исследования по вопросам глобализации и интернационализации высшего образования через призму компьютерных технологий, которых оказалось ограниченное число.

*Ключевые слова:* интернационализация, высшие учебные заведения, глобализация, конкурентоспособность, академическая мобильность, международный опыт, академические знания, иностранные языки, цифровые технологии, образовательные программы, подготовка научных кадров.

Интернационализация — один из главных факторов конкурентоспособности технического вуза в современном мире. Интернационализация университета заключается в обучении иностранных граждан, привлечении зарубежных преподавателей, в иностранных стажировках, студенческих обменах, международных исследованиях, конференциях, грантах и англоязычном сайте вуза.

Данное исследование проводится в рамках проекта «Развитие потенциала интернационализации технического вуза посредством цифровых технологий обучения». В проекте исследуется процесс интернационализации вуза, учебных планов и результатов обучения, влияющих на показатели академической мобильности, технологий обучения и интеграции иностранных студентов, реализации совместных программ обучения, возможности повышения уровня английского языка и применения цифровых технологий, активизирующих международную деятельность в вузе.

Целью проекта являются разработка и внедрение модели развития потенциала интернационализации технического вуза посредством цифровых технологий обучения для реализации устойчивых и осуществимых стратегий интернационализации учебного процесса, подготовки специалистов технического профиля с учетом национального и международного контекста. Оценка потребностей потенциала интернационализации, разработка и осуществление мер по наращиванию потенциала интернационализации образовательных программ по техническим специальностям на основе развития специализированных компетенций, позволяющих усилить квалификации и способности студентов и преподавателей на международном уровне.

В ходе данного исследования применяются следующие методы: методы классификации, сравнительного анализа, методы бенчмаркинга, проектирования информационных систем, SWOT-анализ, технология моделирования и методы мониторинга.

Формирование базы исследования, а именно анализ развития потенциала интернационализации проведен посредством бенчмаркингового анализа, в том числе с проведением SWOT-анализа потребностей. Бенчмаркинг — это процесс сравнения своей деятельности с лучшими компаниями и организациями на рынке и в отрасли с последующей реализацией изменений для достижения и сохранения конкурентоспособности. Цель применения данного анализа заключается в выявлении методов их работы, успешной организации с выявлением «инструмента реализации», который обозначает в бенчмаркинге основные факторы, позволяющие добиваться в компании высокой эффективности в области производства продукции, бизнес-процессов или использования ресурсов.

Оценка учебно-методической документации и нормативных документов, определение мер по развитию потенциала интернационализации учебного процесса осуществляется посредством использования методов классификации и сравнительного анализа.

Разработка модели и информационной системы как ключевые этапы исследования будут осуществлены с помощью теории моделирования, методов индивидуального и типового проектирования, с учетом международного стандарта QualityMatters (QM).

Мониторинг внедрения модели и работы информационной системы будет осуществляться посредством современных методов мониторинга, таких как метод сравнительных оценок, метод экспертов, сбор и анализ статистических данных, кроме того, будет проведена опытная эксплуатация информационной системы.

В последние годы тема международной деятельности казахстанских вузов остается одной из важных для профессионального общества, а обязательное участие университетов в международных рейтингах добавило к обсуждению новые акценты. Интернационализация служит цели повышения мирового рейтинга образовательного учреждения. Мировые рейтинги связаны с конкретными критериями, связанными с достижениями и заслугами вуза, однако отличный университет не достигнет высокого рейтинга, если мало кто знает о его существовании. Кроме того, присутствие иностранных студентов является точкой измерения в большинстве мировых рейтинговых систем, таких как Quacarelli-Symonds, Webometrics и академический рейтинг мировых университетов (так называемый Шанхайский рейтинг).

Ярким примером интернационализации казахстанского высшего образования является опыт Назарбаев Университета, в связи с предоставленными ему возможностями в области финансовых и человеческих ресурсов. На базе данного вуза проведено множество исследований по вопросам интернационализации образовательного сектора [1], создан университетский Комитет по интернационализации с целью содействия интернационализации всего университета, генерирования идей и разработки механизмов, которые поддерживают стремление стать исследовательским университетом мирового уровня, определены приоритеты интернационализации и полным ходом идет их реализация. Однако данный опыт не учитывает особенности функционирования регионального вуза со всеми его проблемами и трудностями развития потенциала в области интернационализации.

Интерес казахстанского опыта вызывает пилотный проект, основанный на зарубежном опыте. Целью данного исследования являются разработка и внедрение в учебный процесс инженерных вузов компетентностно-ориентированных образовательных программ, которые внесли бы положительные изменения в модернизацию содержания высшего образования, его оптимизацию и перевод на практико-ориентированный подход в подготовке конкурентоспособных специалистов, востребованных на рынке труда. Разработка модульных программ обучения на основе профессиональных стандартов вызвана переориентацией спроса на новые умения и изменения организации труда, потребностью в новом знании и концептуально новом содержании обучения; распространением автоматизированных систем управления производственными процессами; размытием границ между профессиями в силу роста децентрализации экономической ответственности и развития систем управления качеством. Данное практико-ориентированное исследование дает нам толчок для реализации обновления образовательных программ согласно международному опыту как следующий этап развития [2].

В 2018 г. в рамках проекта Британского совета был проведен анализ интернационализации в региональных университетах Казахстана [3], научные изыскания которых указали на конкретные научные нужды в области интернационализации системы высшего образования. При полном признании необходимости и преимуществ развития международной деятельности в университетах созданы ог-



раничения в сфере интернационализации из-за эмиграции молодежи и нехватки финансирования. Академическая мобильность реализуется в основном только по программам бакалавриата, при том, что студенты, приезжающие из-за рубежа, тоже учатся по программам бакалавриата. Основными партнерами вузов являются вузы ближнего зарубежья, а именно университеты России и страны Восточной Европы. Знание языков и межкультурной коммуникации стали наиболее распространенными барьерами в международном сотрудничестве, в результате чего наблюдается низкий уровень программ на английском языке и снижение возможности рекрутинга иностранных студентов в казахстанский вуз.

Понятно, что язык является основным движущим фактором и барьером. Известно, что обучение за рубежом способствует развитию языковых компетенций, а также приобретению академических знаний и международного опыта. При этом язык также является поводом для серьезного беспокойства. Большинство студентов и преподавателей часто не рассматривают вариант обучения за рубежом, потому что не владеют свободно иностранными языками. Поэтому одной из рекомендаций данного исследования по перспективам развития интернационализации будет проведение анализа и повышение качества преподавания английского языка как иностранного в вузах РК в соответствии с международными стандартами.

Говоря о международной практике, необходимо, в первую очередь, обратиться к российскому опыту. Так, в своем докладе директор Департамента международного сотрудничества Санкт-Петербургского государственного политехнического университета подчёркивает разницу в понимании процесса интернационализации по сравнению с европейским подходом, представляя термин «интернационализация» как процесс, при котором цели, функции и организация предоставления образовательных услуг приобретают международное измерение». Российские подходы основываются на другом психологическом восприятии термина «интернационализация» и чаще всего в различных интерпретациях определяются как «включение международного аспекта (компонента) в образовательную и научную деятельность» университета. Разница в подходах видна невооруженным взглядом: если европейский подход делает акцент на совершенствовании самого образовательного и научного продукта с точки зрения международных подходов и стандартов (акцент на свой продукт), то российское понимание зиждется на заимствовании дополнительно приобретенной ценности во внешней среде (акцент вовне) [4].

Особое внимание в его докладе привлекло утверждение о том, что в ведущих зарубежных университетах прошли апробацию и активно используются новые технологии, формы и методики обучения. Причем в настоящее время они представляют собой комбинацию различных подходов, как правило, объединенных совершенно особой парадигмой образования. И следует признать, что в большинстве случаев зарубежный опыт далеко превосходит отечественную практику по использованию электронных средств обучения, часто именно не по качеству технических средств, а по самой внутренней философии ее использования. Следовательно, изучение зарубежного опыта в этом контексте и внедрение его в отечественную практику могут дать реальные результаты интернационализации казахстанских вузов, как в отечественной, так и европейской трактовке.

Очевидно, что глобализация промышленного производства и интернационализация бизнеса приводят к востребованности специалистов с соответствующими знаниями и умениями, которые помогают быстро и с наименьшими издержками адаптироваться к любым новым условиям и национальным особенностям. И поскольку в последние годы наличие международного опыта у выпускников становится все более важным фактором их успешного позиционирования на рынке труда, способность вуза предоставить широкие возможности по прохождению стажировок или даже части обучения за рубежом рассматривается абитуриентом как весомое преимущество вуза. В свою очередь, это усиливает мотивацию вузов по развитию конкурентоспособности за счет наличия зарубежных связей. Иначе говоря, критерии интернационализации становятся весьма существенными в интеграции методик и технологий обучения образовательных программ по техническим специальностям в целом.

Практика дальнего зарубежья показывает острую необходимость и наличие долгосрочных программ интернационализации вузов в разнообразных аспектах ее развития. Африканский опыт развития научно-исследовательского потенциала и подготовки научных кадров международного уровня показывает положительные результаты благодаря применению системы управления, ориентированного на конкретные результаты [5].

В рамках Канадского опыта исследований по построению рамочной основы концептуализации процессов интернационализации сформулированы пять взаимосвязанных областей образовательной

практики: опыт международной мобильности, международные учебные партнерства (оффшорные курсы, консультационные проекты или двойные и совместные степени), международные научно-исследовательские партнерства, интернационализация канадской учебной программы и подготовка педагогов и руководителей образования системы [6]. Важность данного исследования для нашего проекта заключается в том, что большое внимание уделено содействию интернационализации учебных программ за счет усиления и ценности многоязычия, поддержки студентов в развитии межкультурных и кросс-культурных отношений с учетом программ развития мировоззрения посредством изучения связей между местными и глобальными процессами.

Результаты исследования Accelerated Capacity Building [7] представляют нам знания в ускоренной поэтапной системе цифровой подготовки студентов и преподавателей для профессиональной практики интернационализации учебного процесса технического вуза. Данный опыт будет рассмотрен в проекте в процессе разработки информационной системы интернационализации учебного процесса подготовки специалистов технического профиля.

Проект Британского совета по интернационализации университетов Бразилии [8] показал схожесть проблем с языковой политикой и моделью развития языков нашей страны, а именно острую необходимость на выработку стратегий интернационализации, направленных напрямую на интеграцию языковой образовательной политики через международную интеграцию учебных программ и подготовки преподавательского состава.

Стартовый анализ изученных работ по интернационализации высшего образования выявил наличие проблем в результатах международной деятельности отечественной и зарубежной практики и отсутствие работ по наращиванию потенциала интернационализации технических вузов. Большой интерес вызвали исследования по вопросам глобализации и интернационализации высшего образования через призму компьютерных технологий, которых оказалось ограниченное число. Так, теоретическое исследование интеграции глобального образования, созданное компьютерными технологиями, способствует обновленному чувству обучения, это означает, что онлайн-обучение является важным концептом сегодняшнего дня [9].

Это позволяет сделать вывод о том, что, помимо скорости, экономии средств, преодоления времени и расстояния, а также возможностей для межкультурного обучения, эффективное внедрение информационных коммуникационных технологий помогает расширить международные отношения, способствует принятию качественных международных стандартов и укрепляет связи с зарубежными учреждениями.

Онлайн-обучение набирает скорость и является одним из востребованных в мировом образовательном пространстве. Так, известные базы онлайн-курсов с разнообразием методик дистанционного и смешанного обучения, такие как Coursera, FutureLearn, MOOCs и другие, стали ярким примером процесса интернационализации обучения с открытым прямым доступом к глобальным знаниям, и это доказывает наличие разнообразия исследований в этой области [10]. В научно-образовательном пространстве ярко представлен вопрос о развитии цифровых библиотек как международной инициативы в области высшего образования, что представляет интерес в плане распределения учебных ресурсов в плоскость цифровых платформ и дает нам основание в необходимости рассмотрения цифровых решений для реализации задач нашего проектного исследования.

Результаты нашего исследования, несомненно, будут способствовать развитию социально-образовательного и научно-технического прогресса. Так, в разработке модели развития потенциала интернационализации обучения в техническом вузе четко виден потенциал для построения партнерских отношений на основе взаимности, социальной ответственности и устойчивости взаимоотношений, так как интернационализация дает возможность установить совместные, этические партнерства, способствуя взаимному совершенствованию образовательных исследований и практик. Интернационализация имеет потенциал для того, чтобы участники могли понимать местные и глобальные связи критически, расширяя рамки отсчета и предоставляя возможности для переосмысления взаимоотношений.

Применение цифровых технологий как компонента модели и разработка философии их использования будут способствовать практике интернационализации образования путем создания возможности для совместного производства знаний и воздействия различных контекстов и мировоззрений, проведения более сложных и детальных анализов, а также повышения способности реагировать на изменения и разнообразие.

Методология языковой подготовки сотрудников и студентов университета как условие развития ключевых методических компетенций для преподавания и обучения на английском языке будет развивать потенциал для интеграции обучения во все учебные программы технического вуза, так как более глубокое понимание и улучшенная педагогика помогут повысить качество национальных учебных программ в международном контексте.

Проектирование поликультурной научно-образовательной среды современного университета в контексте интернационализации образования и моделирование электронного обучающего пространства в рамках информационной системы для формирования профессиональной иноязычной компетентности будущих инженеров будут проведены для расширения межкультурного взаимопонимания и диалога посредством реализации сохранения и поддержки межкультурных контактов, что создаст возможности для индивидуального и коллективного мышления, творческого сотрудничества.

В совокупности такие мероприятия будут способствовать более глубокому пониманию локально-глобального соединения и повышению качества предоставляемых образовательных услуг.

Данное проектное исследование имеет междисциплинарный характер, а именно основой исследования будет являться система высшего образования, а повышение ее эффективности будет осуществляться за счет цифровых (компьютерных) технологий, проектирования цифровой системы интернационализации учебного процесса, то есть в науке о цифровизации, а также в методологии исследования большую роль также будут играть такие науки, как компьютерная лингводидактика, когнитивная лингвистика и сравнительная педагогика.

*Настоящее исследование осуществлено в ходе реализации проекта «Развитие потенциала интернационализации технического вуза посредством цифровых технологий обучения» (ИРН проекта AP08052214), утверждённого по приоритету «Научные основы «Мәңгілік Ел» (образование XXI века, фундаментальные и прикладные исследования в области гуманитарных наук)» по грантовому финансированию для молодых ученых на 2020–2022 гг. Комитета науки МОН РК.*

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#### **Техникалық жоғары оқу орны білімін интернационалдандыру әлеуетін дамыту сұрағы бойынша**

Білім беруді интернационалдандыру жоғары оқу орындары үшін жаңа мүмкіндіктер туғызады, жоғары білім беру жүйесінде инновациялық әдістердің қолжетімділігі мен енгізілуіне ықпал етеді.

Мақалада жоғары техникалық білімнің интернационализация әлеуетін дамыту тақырыбы қозғалған. Автор «интернационализация» түсінігінің анықтамасын, мақсатын, ғылыми әдістері мен жобаның әлеуетін ұсынған, Назарбаев Университетінің тәжірибесін, интернационализацияның дамуын тұжырымдамалау негізін құрудағы канадалық және ресейлік тәжірибе аясында осы процестің дамуының негізгі бағыттарын қарастырған. Жоғары білімнің интернационализациясы бойынша зерттелген жұмыстардың алғашқы талдауы отандық және шетелдік тәжірибенің халықаралық қызметінің нәтижелеріндегі мәселелері мен техникалық университеттерді интернационализациялау әлеуетін құру бойынша жұмыстардың жоқтығын көрсетті. Саны шектеулі болған компьютерлік технологиялар призması арқылы жоғары білімнің жаһандануы мен интернационалдануы туралы зерттеулер үлкен қызығушылық тудырады.

*Кілт сөздер:* интернационализация, жоғары оқу орындары, жаһандану, бәсекеге қабілеттілік, академиялық ұтқырлық, халықаралық тәжірибе, академиялық білім, шет тілдері, сандық технологиялар, білім беру бағдарламалары, ғылыми кадрларды даярлау.

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## To the issue on the capacity building for internationalization of higher technical education

The internationalization of education creates new opportunities for higher education institutions, increases the availability and implementation of innovative methods in higher education systems. The article covers the development of the internationalization potential of higher technical education. Current study was carried out as part of the project «Development of the potential of internationalization of a technical university through digital learning technologies», approved by priority «Scientific Foundations of Mingilik El (21st Century Education, Fundamental and Applied Studies in the Humanities)» on grant funding for young scientists in the years 2020 to 2022. The author defined the concept of «internationalization», presented the purpose, scientific methods and potential of the project, examined the main directions of development of this process in the framework of the experience in Nazarbayev University, Canadian and Russian experience in constructing the framework for conceptualizing the development of internationalization. The initial analysis of the studied works on the internationalization of higher education showed problems in the results of the international activity of national and foreign practice and the lack of work to build the capacity of internationalization of technical universities. Much interest had been generated from the research on globalization and the internationalization of higher education through the prism of computer technology, which have proved to be a limited number.

*Keywords:* internationalization, higher education institutions, globalization, competitiveness, academic mobility, international experience, academic knowledge, foreign languages, digital technologies, degree programs, training of scientific personnel.

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## **RELO MOOC experience: facilitating online learning with a diverse group of the participants**

The article describes the Project, aimed at supporting a diverse group of the participants in their learning with the help of such Massive Open Online Courses (MOOCs) as English for Media Literacy and English for STEM and organized by Teachers of English Association of Kazakhstan (KazTEA) and the Regional English Language Office of the U.S. Embassy in Nur-Sultan (RELO). Amongst the project participants were students and teachers from all over Kazakhstan, including Karaganda, Almaty, Atyrau, Kyzylorda, Shymkent, etc. Foreign language skills among the participants ranged from beginner to advanced levels. To help adapt to the Coursera's platform, ensure the maximum involvement of the participants, their cooperation, and mastery of new competencies in each group, a facilitator teacher, whose role was in contrast to a regular teacher, was involved. This project was the first, in which the main tasks and the principle of the facilitator's work were gradually clarified and defined. The experience gained helped to describe in detail the functions of the facilitator, their difference from the generally accepted ideas about a teacher-leader. Thanks to the facilitators' sessions, all participants successfully completed both courses and later used the platform to proceed with other courses in their professional areas and interests.

*Keywords:* MOOC, online learning, Coursera, English for Media Literacy, English for STEM, facilitator.

Having come from Western education, online learning is only gaining popularity in Kazakhstan. Many professionals still do little experience of using the materials of Massive Open Online Courses (MOOCs) in their professional activities due to the lack of sustainability [1]. At the same time, nobody argue that MOOCs open new opportunities for the national education system thereby, people need to learn to use for their successful career.

The first well-known top US University that started to digitize the lectures of leading professors and spread them into free Internet access since the beginning of the 2000s became Massachusetts Institute of Technology [2]. Its authors provided only the fragments of training courses, tests, and various simulators that was not enough due to the lack of users' motivation while learning the subjects in such a way; therefore, a need to organize the process of online training give impetus to the next stage — MOOC or Massive Open Online Courses [3].

MOOCs' success was obvious: for instance, 370,000 students enrolled in the nonprofit project of Harvard University and the Massachusetts Institute of Technology EDX [4] as well as 155,000 remote students enrolled for only one course «Introduction to the Basics of Artificial Intelligence» provided by Udacity company [5].

In 2012, Stanford professors founded a web-platform Coursera for massive open online courses, the number of which grew significantly up today [6]. Now, Coursera MOOCs (www.coursera.org) gather free courses from thirty-three of the most famous US universities [6]. Each course provides information on the university issued it, the instructor, the syllabus, and the certificate in case of successful study. The course materials are arranged on a weekly basis with new video lectures and corresponded quizzes to complete by the deadline set by the trainer. The participants have three trials to complete the test with the possibility to achieve the maximum score as final. Random location of tasks with every new trial diminishes the possibility to guess or learn the correct. Additionally, created by the teacher peer-reviewed practical assignments or mini-projects aim to check the knowledge gained and consolidate the material learned.

Peer-review assessment is one of the greatest features of all Coursera MOOCs because it ensures that research is both valid and relevant by providing timely and useful feedback by people who are eager to teach [7]. Such feedback involve adding additional data, identifying and correcting mistakes, assisting in structuring material, and improving the flow of presentation [8]. MOOCs authors are free to add supplement-

tary literature including visual and virtual instruments to facilitate the process of learning when each lesson turns into a discussion where the participants learn from peers [9].

Currently, Coursera pursues a policy of a financial aid to those who cannot afford to buy the certificate. For this purpose, an applicant is free to apply by sending a motivation letter with no less than 150 words where explaining the reasons for being funded. All mentioned above great options from Coursera resulted in the Coursera courses' support and recognition by the Ministry of Education and Science of the Republic of Kazakhstan [10] that allowed Kazakhstan educational institutions and IT resources made the first steps in bringing the higher education online in 2016 [11].

2018 year has been marked by the necessity of preparing the transition from traditional distance learning to online training with the full teacher's support within the student-centered approach [12].

Then, lots of educational services and simulators appeared, but only such giants as Coursera and EdX could change the existing educational system significantly [11]. For instance, in 2020, the government of Kazakhstan made possible for unemployed to gain a new profession with the help of Coursera [13]. Another example that comes to mind is *The Coursera for Campus Project* that involved a number of Kazakhstani universities, which students got an opportunity to gain a little knowledge and experience from the best teachers in different fields from the legendary Harvard Stanford, Princeton, Michigan, Pennsylvania and Yale to Hebrew University in Jerusalem and receive appropriate certificates and diplomas for free [14].

However, online education with the help of MOOCs revealed the following: although the course participants indicated their satisfaction and comfort regarding working in such conditions, the university teachers hardly welcomed such an innovation due to the time-consuming process of converting papers into electronic products. Furthermore, efficient online work made sense only with the timely and productive feedback that teachers should have provided 24/7, but the teachers were not ready or were not sufficiently motivated to prepare high-quality educational content.

Such preliminary results proved a huge role of a teacher in online education with the help of MOOCs and, consequently, the necessity to consolidate the efforts of Kazakhstani teachers in preparing the MOOC to create new educational resources in Kazakhstan and conduct their certification at the world level.

In December 2019, Teachers of English Association of Kazakhstan (KazTEA) and the Regional English Language Office of the U.S. Embassy in Nur-Sultan (RELO) launched the American English Massive Open Online Course (MOOC) Facilitated Sessions Project, aimed at promoting such Coursera courses as English for Media Literacy and English for STEM from the Pennsylvania State University courses and involved EFL and STEM pre — and in-service teachers with intermediate to advanced English Language skills in 16 cities including Nur-Sultan, Almaty, Aktau, Aktobe, Atyrau, Karaganda, Kokshetau, Kostanay, Kyzylorda, Pavlodar, Petropavlovsk, Semey, Shymkent, Taraz, Uralsk and Ust-Kamenogorsk [15].

The idea of the Project was to gather such different participants as EFL and STEM pre — and in-service teachers to help the not only proceed with the Coursera courses but also learn to cooperate and gain new competences from each other. A minimum number of participants in one group should have accounted for 20 people, each of whose filled an application form where explained his/her motivation to participate in the Project, and passed the 50-min EF SET English level test [16] to prove their level of English (Fig. 1).

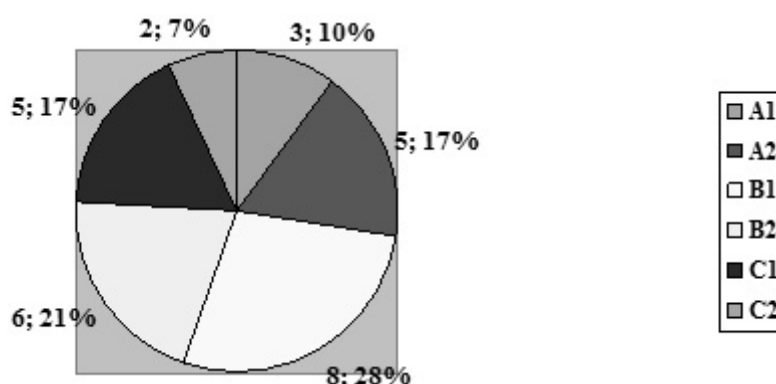


Figure 1. English level of the participants

During the selection process the school teachers in both ESL and STEM fields were the most active and indicated the highest need for the Project participation, whereas the ESL students — the lowest.

The Project lasted from November 25, 2019 to 30 June, 2020 and showed the interesting dynamics since a sine qua non for its successful accomplishment was a compulsory attendance of all facilitators sessions one a week.

By the end of March 2020, Karaganda participants involved 29 people from Karaganda State University, Bolashaq Academy and secondary schools from Karaganda City and Karaganda Region: 8 school teachers (4 — STEM and 4 — English); 8 students, 12 university teachers (6 — STEM, 5 — English, and 1 — humanitarian), and 1 art expert. 18 people had already got English for Media Literacy certificates, while 6 participants had already finished English for STEM course.

By the end of May 2020, the final list of Karaganda participants involved 26 people: 4 school teachers (2 — STEM and 2 — English); 10 students, 11 university teachers (5 — STEM, 5 — English, and 1 — humanitarian), and 1 art expert. 26 people had finished English for Media Literacy course, and 22 participants had finished English for STEM course. The difference in the number of the attendees and their certificates can be seen in Figure 1 explained by the following:

1) One of the participants, a retired ESL university teacher, did not miss any sessions both face-to-face and online, attracted two of her university students, who completed English for Media Literacy, but did not complete any courses. She was eager to stay tuned; however, it was very difficult for her to cope with such a format involved blended learning.

2) Another attendee, a pre-service ESL student, completed English for Media Literacy but refused to finish English for STEM due to no desire to penetrate into any scientific issues.

3) Another pre-service ESL student completed all tasks and quizzes for English for STEM; however, she had been still waiting for her certificate from Coursera since 25.05.2020.

4) The strongest motivation appeared the desire to learn English — both a humanitarian teacher from the Bolashaq Academy and an Art expert with the lowest level of English (A1) did not miss any of sessions and successfully completed both Coursera courses.

5) KSU STEM teachers became more active during the online facilitators' sessions for Coursera English for STEM course.

6) ESL Bolashaq teachers, alternatively, were more active during the face-to-face facilitators' sessions for English for Media Literacy Coursera course.

7) The school teachers in both STEM and ESL spheres appeared the weakest participants because half of the first number of them failed to complete the courses due to lack of time.

8) Some school teachers refused to participate in the Project as soon as they understood that the facilitators' sessions' attendance is a must.

9) None of the participants indicated the need for a certificate of the professional development as the main reason why he or she would like to participate in the Project. In turn, all of them expressed the interest to grow professionally and personally.

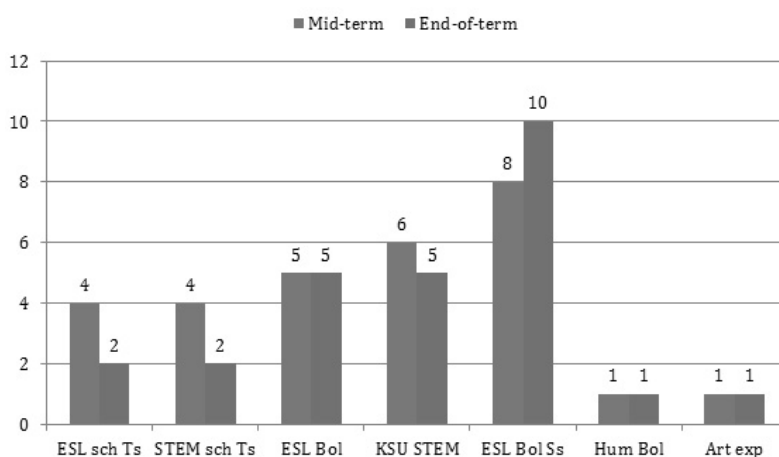


Figure 2. Data in comparison on the number of the Karaganda participants of American English MOOC Facilitated Sessions' Project

The facilitators' sessions increased the interest of the participants in learning with Coursera. The latter found other materials within their professional interests and got more certificates from the platform:

1) 7 students-participants completed the course «Teach English Now! Technology Enriched Teaching». These students created their final projects — the educational websites with the online lessons designed by them;

2) 1 participant completed the course «Art & Inquiry: Museum Teaching Strategies for your Classroom»;

3) 2 attendees started learning html and web design with Coursera;

4) 4 students-participants started learning French and Korean with Coursera;

5) 1 ESL student taught English for Media Literacy to the school students of the Gymnasium 45 during her professional practice with such topics as «Social Media,» «The End of the Gender,» «Advertisement,» and «How to choose your News.»

The materials of both courses English for Media Literacy and English for STEM were used during the Computer Assisted Language Learning classes, when both ESL students and their teacher were practicing to create interactive tasks with the help of such tools as *LearningApps*, *Quizlet*, *EdPuzzle*, *StoryboardThat*, *Bunce*, *Kahoot!*, *Trello*, *Movie Maker*, *Active Presenter*, *Zoom*, *GoConq*, *Genially*, *Canva*, etc. The materials of one or another course were introduced into the educational process of such educational institutions as *Gymnasium No. 45*, *DarynBoard School for Skillful Kids*, *Karaganda University named after Buketov*, and *1 secondary school in Temirtau* right after the end of the lockdown period.

These facilitators' sessions appeared a good example of how to use the course materials after getting the certificate from Coursera. But, the overall situation with the COVID-19 revealed the huge importance of an ability to teach online as well as the most significant merit of the Project was the opportunity to unite all participants at one place, where they could share their experience and emotions while proceeding with the courses' activities. The diverse mixture of people of different ages, backgrounds, and life experiences was a distinct advantage of the project. These differences provoked meaningful discussions, exchange of viewpoints, and resulted in increased learning of ideas and skills. The participants' feedback revealed that the attendees not only learned the course content but also developed new strategies for successful language learning like skimming and scanning, using vocabulary grids, reading and watching templates, etc.

In conclusion, we would like to propose some solutions how to work online with a diverse group of learners:

- Working on a platform that participants feel comfortable with and that allows interaction.

- Choosing quality over quantity: it is better to plan fewer activities taking into account technical/internet connectivity problems, as well as a slower pace of discussions.

- Scaffolding through using effective graphic organizers. We recommend to use various tools such as Wordle, diagrams, drawings, pictures in order to check and reinforce understanding of the week content, and help participants prepare for the key communicative activity.

- Employing interactive games and websites (Kahoot, Quizlet, Youglish, etc) as a basis for learning both content and language.

- Making the participants create various instructional interactives themselves with the help of such tools as LearningApps, Quizlet, EdPuzzle, StoryBoardThat, Buncee, Kahoot!, Trello, Movie Maker, Active Presenter, Zoom, GoConq, Genially, Canva, etc. that resulted in more careful processing of the materials of both courses.

- Working in collaboration with other facilitators via the google drive/classroom and whatsapp group/email was really helpful.

Summing up, this Project showed a teacher from a different angle: any teacher can turn from a transmitter of information into a facilitator, who will support his/her students' autonomous lifelong learning.

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### **ЖАОК АТАК: Біртекті емес студенттер тобында онлайн оқытуды қолдау**

Мақалада Қазақстан мұғалімдерінің ағылшын қауымдастығы мен АҚШ Елшілігінің ағылшын тілі аймақтық офисімен бірлесіп ұйымдастырған Жаппай ашық онлайн курстарға (ЖАОК) қатысушыларды қолдау тәжірибесі сипатталған. АҚШ университеттері құрған English for Media Literacy және English for STEM курстарын үлгі ретінде ала отырып, Coursera платформасын қолдау және алға жылжыту курстың мақсаты болып табылады. Жобаға қатысушылар арасында Қарағанды, Алматы, Атырау, Қызылорда және т.б. қалаларды қоса алғанда, Қазақстанның түкпір-түкпірінен келген студенттер мен оқытушылар болды. Қатысушылар арасында шет тілін білу деңгейі intermediate деңгейінен advanced деңгейіне дейін меңгерген. Coursera платформасына бейімделуге көмектесу, қатысушылардың барынша қатысуын қамтамасыз ету, оларды кооперацияландыруға және әр топта жаңа құзіреттіліктерді игеру үшін рөлі қарапайым оқытушымен бірдей болатын фасилитатор-оқытушы тартылды. Осы фасилитатордың негізгі міндеттері мен жұмыс принципі біртіндеп анықталған және белгіленген бұл жоба бірінші болып табылады. Алынған тәжірибе фасилитатордың функцияларын, олардың мұғалім-жетекші туралы жалпы қабылданған ұсыныстардан айырмашылығын егжей-тегжейлі сипаттауға көмектесті. Фасилитаторлық сессиялардың арқасында барлық қатысушылар екі курстан сәтті өтті, кейінірек олардың кәсіби бағыттары мен мүдделері аясында басқа курстарда оқыту үшін платформаны қолданды.

*Кілт сөздер:* ЖАОК, онлайн-оқыту, STEAM үшін ағылшын, медиасауаттылық үшін ағылшын тілі, Coursera, фасилитатор.

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### **РЕЛО МООК: Поддержка онлайн обучения в группе с неоднородными обучающимися**

В статье описан опыт участия в проекте с целью поддержки участников Массовых открытых онлайн курсов (далее МООКи), как Английский для медиаграмотности и Английский для STEM, организованных Английской ассоциацией учителей Казахстана совместно с Региональным офисом английского языка Посольства США. Среди участников проекта были студенты и преподаватели со всего Казахстана, включая гг. Караганду, Алматы, Атырау, Кызылорду, Шымкент и другие. Навыки владения иностранным языком среди участников варьировались от начального до продвинутого уровней. Для помощи участникам проекта в адаптации к платформе Coursera, обеспечения максимального вовлечения участников, их кооперации и овладения новыми компетенциями в каждой группе был привлечён

преподаватель-фасилитатор, чья роль контрастировала с деятельностью обычного преподавателя. Этот проект был первым, в котором постепенно были выяснены и обозначены основные задачи и принцип работы фасилитатора. Полученный опыт помог подробно описать функции фасилитатора, их отличие от общепринятых представлений об учителе-руководителе. Благодаря фасилитаторским сессиям все участники успешно прошли оба курса, а позже использовали платформу для обучения по другим курсам в рамках их профессиональных направлений и интересов.

*Ключевые слова:* MOOK, онлайн обучение, английский для STEM, английский для медиаграмотности, Coursera, фасилитатор.

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## Formation of the polylingual personality of pupils of secondary school

The article is devoted to the consideration of the relevance of multilingual education in the Republic of Kazakhstan and the formation of a multilingual personality of students in secondary schools. The definition of the concepts of polylingualism and polylingual education is available in this article. The authors analyzed various approaches and definitions of the concepts of «linguistic personality», «polylingual personality» and «polylingual personality of pupil». Language education of a pupil as a linguometodic category is a process and result of cognitive activity aimed at mastering the basics of language theory for communication purposes, at speech, mental and aesthetic development, and at mastering the culture of a native speaker of a given language. The article presents the main aspects of language learning in the modern world. The authors considered the levels of formation of a polylingual personality according to the linguist G.I. Bogin. The authors analyzed and systematized the main requirements for the formation of a multilingual student's personality. In addition, the degree of proficiency in several languages of secondary school students is determined. To achieve the effectiveness of the pedagogical process aimed at the formation of a polylingual personality of the student, the necessity of using active teaching methods, developing special techniques and creating pedagogical conditions was shown.

**Keywords:** linguistic personality, polylingual personality, polylingual personality of pupil, polylingual education, polylingual individual, polylingualism, multilingualism.

Our era is an era of positive changes. Today we are witnessing an increased focus on personal development in the process of establishing a new education system. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. New content, new approaches, new law, and other relationships are proposed. At the present stage of life, when automated machines replace human resources, there is an urgent need to form individuals who speak several languages at the same time.

Language policy of our Republic are legally defined in several documents, namely the Constitution, the «Law on languages in RK», the State program of education development of Kazakhstan for 2020–2025, the concept of language policy of Kazakhstan, the cultural project «Trinity of languages», «Intellectual nation — 2020» and others. The core idea of these documents can be defined as follows: every citizen of the Republic of Kazakhstan must acquire several languages.

The first President of the Republic of Kazakhstan N.A. Nazarbayev has repeatedly noted that the educational reform should reach a level at which any citizen of our country, having received the appropriate education and qualifications, can become a sought-after specialist in any country of the world. In his The Message to the people of Kazakhstan, N.A. Nazarbayev noted that «the main criterion for the success of the educational reform is to reach such a level that any citizen of the country who has received the appropriate knowledge and skills will become a sought-after specialist in any country of the world. We must achieve quality educational services throughout the country at the level of world standards». The formation of a competent and conscious person who is able to conduct socio-cultural relations between multilingual States, get acquainted with the culture, literature, and history of various countries, using the need, without getting used to other cultures, to express their country and culture [1].

The modern education system focuses on the formation of a multicultural, polylingual personality. For Kazakhstan, with its special history and geopolitical position, one of the main tasks in the education system and the further development of society and the country as a whole is to educate a competitive specialist who can choose his place in life, quickly adapt to any environment, show knowledge and skills in a particular field of science, express his thoughts and opinions.

According to the founder of pedagogical science Ya.A. Komensky, polylinguism or «polyglot», has a long history. According to his linguo-didactic concept, «a literate person should know several languages: the native language for «private life», neighboring peoples' language (languages) for communication, Latin for reading scientific books, Greek and Arabic for philosophers and doctors, Greek and Jewish for theologians.

At the same time, a great importance was given to the native language and Latin, which should be learned thoroughly [2].

The UNESCO confirmed the term «polylingual education» that means the use of not less than three languages, i.e. native, regional and international language in education which was adopted by General Conference in the 12th resolution, 1999 [3].

M.M. Fomin writes that «the ability to master several languages is a special kind of individual ability. Learning two, three or more languages is a means of accessing a multicultural space. Polylinguism is a term essentially adequate to multiculturalism» [4].

Polylingualism is a progressive phenomenon in the context of globalization, as it promotes mutual understanding and cooperation of peoples, the development of native languages, and the improvement of the General culture of a person. It is based on the formation of linguistic competence of students, including linguistic competence (theoretical knowledge about language); language competence (practical language); communicative competence (use of language in accordance with the situations of communication); cultural (the entry into the culture of the target language, overcome cultural barriers in communication).

Polylingual education is a purposeful process of forming a polylingual personality on the basis of simultaneous mastering of three and even more languages.

As one of the main tasks of education in the XXI century during the higher scientific and technical achievements, Professor G.G. Nauryzbay put forward the following problems:

1. education of a multicultural personality;
2. formation of a polylingual individual [5].

First of all, let's briefly analyze the concepts of «individual» and «personality». An individual is the relation of a person to a certain genus, the embodiment of natural, original qualities of this genus. Personality is a complex psychological structure, a set of social qualities that make up a system of relationships, a socially stable, acquired motivational need for a natural attitude. If we generalize and analyze the definition of personality, it is the totality of all the properties of the individual, performed depending on the environment. Personal development is carried out in the conditions of activity (including language communication), socialization of the individual and purposeful education. The personality develops and is formed. It creates a social system, namely, a social «system» of the individual, that is, it allows you to work in the social life of a person not only in a collective, but also in an individual form [6].

Yu.N. Karaulov defines «linguistic personality» as a set of abilities and characteristics that connect human speech, composition and reproduction of texts, which differ in the degree of structural and linguistic complexity, depth and accuracy of representation of reality, a certain purposefulness. He considers the linguistic individual as a form of linguistic learning in a comprehensive approach.

The concept of linguistic personality is connected with the personal consciousness and attitude of the linguistic person. Every person expresses himself not only through subject activity, but also through communication without language and meaninglessness. A person's words inevitably reflect his inner world, serve as his source of knowledge and personality. At the same time, it is obvious that it is impossible to teach a person outside the language, because it is difficult for us to understand what a person is like until we hear how and what he says. It is also impossible to «separate the language from the person», because without a person who speaks the language, it will not exceed the system of signs. According to Yu.N. Karaulov «a linguistic personality is an irreplaceable idea», which «goes through all aspects of language learning and at the same time breaks the boundaries between disciplines taught by a person outside his own language». Linguistic personality is a full-fledged form of personality, which includes mental, social, ethical and other components, but its language is interpreted in its own way through its discourse. The formation of personality is carried out through educational activities, which involve not only external attributes of integration, but also cooperation with its internal content, self-development of subjects of the educational process, the manifestation of their personal activity [7].

The concept of «polylingual personality» implies, on the one hand, as a versatile person who is ready to conduct a cultural dialogue both in their native and foreign languages, both in their native and in the languages of other peoples, taking into account and knowing the peculiarities of behavior and speech of representatives of other cultures. On the other hand, this concept reflects on a broader scale modern linguistic educational processes for the introduction of multilingualism, which contributes to the assimilation of students of other language knowledge, cultural values and traditions of peoples, lifestyle, and respect for the values of other countries. Thus, a polylingual person is a cultural and historical person who has not only an identity, but also its own social specificity and ethnic basis.

In real life, polylingualism (multilingualism) is a fairly rare phenomenon. Especially as a mass phenomenon, it does not occur. The main aspects of language research in the modern era are summarized as follows:

1. Learn your native language. In all countries of the world, native languages are studied in schools for the practical purpose of better mastering the vocabulary, grammatical structure and phonetic system of this language.

2. Learning a non-native language for the purpose of practical mastering it, that is, a second language, which leads to the development of bilingualism of various degrees (learning the language of international communication in a multinational state, learning foreign languages in schools, universities, using bilingualism for scientific purposes, in international relations, and so on).

3. Research of languages for scientific purposes (development of a general theory of language, comparative-historical study of languages, etc.).

The main goal of the second aspect of language learning is the development of polylanguage, training people who know several other languages besides their native language.

Language education of a pupil as a linguometodic category is a process and result of cognitive activity aimed at mastering the basics of language theory for communication purposes, at speech, mental and aesthetic development, and at mastering the culture of a native speaker of a given language. At the same time, when describing language education as a process, the learning goals, content, teaching methods, organizational forms, and methodological conditions are traditionally taken into account.

Yu.N. Karaulov convinces that intelligence is observed in a language more powerful and is studied through language. But the intellectual qualities of a person do not appear at any level of language proficiency and language use. So Yu.N. Karaulov identifies several levels of mastering the familiar language:

level 0 — a set of structural characteristics of the semantic-nationwide language type. This invariant part provides both the possibility of mutual understanding of the suppliers of various dialects, and the ability to understand texts lagging behind the existence and functioning of their linguistic personality to a considerable depth;

the first level is linguistic-cognitive (reflected in the description of the linguistic model of the personality world). A linguistic personality begins on the sides of a familiar language, when intellectual forces participate in the game, and the first level of his education is the definition, fixing the value of the hierarchy of values in his picture of the world, its thesaurus. This level involves the separation and analysis of its variable, the variational part in the picture of the world, a peculiar and unique part for a given person;

the second level is a higher motivational type of analysis of the linguistic personality with respect to the linguo-cognitive level includes the definition and description of expressions and goals affecting its development, sequence, controlling the production of the text and ultimately determining the hierarchy of its meanings and values in the language model of the world. At this level, the study of a linguistic personality as an object is associated with a person in the most general, global socio-psychological sense, since, by definition, a linguistic personality is a person expressed in a language (texts) and a language reconstructed in its basic characteristics on the basis of linguistic means [8].

Thus, the formation of a polylingual personality of pupil can be achieved in three ways, as defined by Yu.N. Karaulov:

- 1) from the psychology of language and speech — the psycholinguistic path.

- 2) from the laws of language learning — the linguodidactic way.

- 3) starting with the study of the language of fiction, and most importantly, based on speech. However, among the ways of forming an artistic image, a significant role is played by the moment of listening, the moment when the character perceives the speech of other characters.

In this question, we refer to the definition of the linguist G.I. Bogin, who deals with the problems of a polylingual personality: «a person has the generic ability to be a polylingual person, but each individual must still be» [9, 2]. G.I. Bogin belongs to the typology of the levels of education of a polylingual personality. As a criterion for the development of a polylingual personality, the researcher considered the degree of development of discursive thinking in a person.

In his works, G.I. Bogin divides the formation of a polylingual personality into five levels, each of which corresponds to different degrees of readiness of the speaker to perform speech actions. The Bogin model is not only related to the ontogenetic characteristics of human speech development; it shows a different degree of proficiency in a common language and says that it is independent of the age of the person.

The first level, which the researcher called the degree of fidelity. This is the initial stage of language proficiency, access to which depends on who owns «this particular language with its simple rules». [9, 7]. Usually, the norm for this level of children reach 6–7 years, then the child's thought is at the pre-operative stage.

The second level is the speed level or interiorization. At this stage of development, the language personality rises depending on the adolescent age (from 10 to 11 years), which corresponds to the period of specific operations for the formation of the game. The main characteristic of this level is the development of the mechanism of internal speech, which allows you to increase the speed of creating discourses.

The third level or saturation level. A person usually reaches the age of 15–16 years. In the development of the game, it corresponds to the stage of formal operations. It is at the stage of formation of a polylingual personality that its desire for differentiated use of language means of various internal languages is observed.

Further development of a polylingual personality, according to G.I. Bogin, does not depend on age. It is largely due to the formation of a culture of communication in the broadest sense of the term. Thus, the fourth level is the level of adequate choice, after which a person becomes the «owner of the visual aids» and learns to use the stylistic resources of the language adequately.

The last, higher level is the fifth level of adequate synthesis, the mastery of which allows a person to achieve speech effects similar to the effects of fiction.

«The set of controls», the researcher confirms, «shows that a polylingual learner moves to the interiorization of speech by mastering the high-frequency tools of direct nomination, which gives him lexical and grammatical knowledge and further freedom in choosing the means of expression from a set of potential subjects». Achieving this freedom allows a developed person to operate with the whole text in such a way as to optimally reflect on the content of the text form, to participate as a «meaningful form» [9, 9–10].

G.I. Bogin's linguodidactical model is the first step in the study of the development of a pupil's polylingual personality based on the analysis of discursive activities.

Human speech is reflected in the composition of various texts (discourses). A polylingual person lives in the world of texts, his actions and formation take place in an active discursive activity.

The formation of a polylingual personality of pupil is a complex and complex problem. The problems of mastering the native language, the formation of bilingualism and multilingualism are directly related to the problems of interference and transposition. Structural-typological, psycholinguistic correspondence-incompatibility of related languages (Kazakh, Russian and English) determines the nature and number of possible phenomena of interference in the case of specific types of bilingualism.

Summarizing the above, the main requirements for a polylingual personality of pupil are as follows:

- The pupil's polylingual personality is a full-fledged form of personality, which includes mental, social, ethical and other components, but broken by his language, his discourse;
- The formation of a polylingual personality through school subjects is carried out in the general context of a single language education, which assumes the existence of a whole system of language learning, a common conceptual terminological apparatus in different languages;
- The purpose of language teaching in high school is inextricably linked with the formation and use of spiritual skills of schoolchildren and is considered as one of the optimal tools to achieve this goal;
- A necessary condition for the formation of a polylingual personality of pupil is the formation of the moral and spiritual world of the student, the development of his spiritual environment;
- As a polylingual pupil, a school pupil can be only as a result of language activities, which form consciousness and self-awareness.

Analyzing all the definitions, the work of scientists stated above, a polylingual personality of a pupil is a process and result of cognitive activity aimed at mastering language and speech, at self-development and becoming a student as a person.

In order to identify pupils who are fluent in several languages in General education schools, we conducted a survey among pupils of the 9th grade of the gymnasium No. 102 in Karaganda. The survey revealed the level of pupils' proficiency in several languages (Kazakh, Russian, English). The results of the survey are shown in Figure 1.

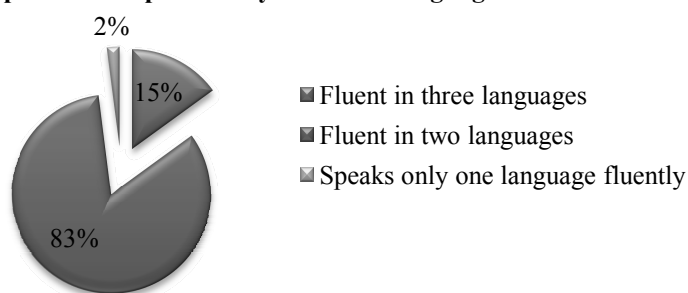
**Pupils' level of proficiency in several languages**

Figure 1. Results of the survey among school pupils

During the survey, 2 classes of the Kazakh Department were covered, the total number of respondents was 46 students. According to the results of the survey, most students do not have enough knowledge of several languages at the same time. Only 7 students are proficient in three languages, meaning that only 15 % are proficient in several languages. It was found that 38 students are fluent in two languages-Kazakh and Russian, which is 83 %. And the number of people who speak only one language (Kazakh) was 2 %.

Based on the results of the survey, it can be concluded that not all pupils speak several languages. Thus, language training at school requires serious changes aimed at improving its effectiveness. We consider multilingual learning as a factor in the formation of a personality that can be involved in the complex and changing process of world reconstruction. Based on the results obtained, we consider it necessary to show in practice the advantages of teaching several languages, aimed at forming an active learning position of students through the development of special methods for the formation of a polylingual personality of a pupil in a secondary school and the creation of pedagogical conditions for mastering several languages.

The following types of activities, forms and new educational technologies contribute to the formation of a formation of a pupil's polylingual personality: dialogue lectures using various languages, information and communication projects, game and role-playing games (excursions, trips, interviews), sign and context technologies (using elements of cultural drama, semiotic text analysis, analysis of everyday objects, art), workshops of value orientations, distance educational technologies, use of interactive communication (ICQ, Skype, social pages), etc.

One of such approaches is Content and Language Integrated Learning (CLIL), which makes it possible, for example, to combine learning English or German and a special subject, i.e. to expand the general educational space through a functional approach to teaching a second language [10]. According to Liubiniene CLIL helps to integrate pupils' language abilities. For this, our teaching experience and our knowledge share the fact that these pupils are interested in all information related to their specialization. This means that they may develop their skills in CLIL classes and can be observed in their attitude in the class. As a consequence, it proves the value of developing certain skills using CLIL for the reason to improve their study skills, which leads for a better proficiency [11].

As noted by L.G. Denisova, S.M. Mezenin, F.M. Rabinovich, T.E. Sakharova and others, one of the ways to achieve the effectiveness of the pedagogical process is intensive forms of education, which are currently internationally recognized and in demand by modern society. It should be noted that under intensive training, we consider increasing the effectiveness of the educational process by increasing motivation, using active forms and methods of learning on a communicative-activity basis, i.e., activating the learning process. In the future, we will actively work on the formation of a multi-lingual personality of a pupil who can speak several languages fluently. We plan to develop methods for learning several languages of school pupils, as well as organize language clubs.

Today, in a world with a predominance of interconnectedness and interdependence, one of the ways to prepare the younger generation for competition is polylingualism. Currently, polylingual education is the most important need for teaching academic subjects at school in two or more languages, allowing young generations to move freely in the educational space, navigate the world's secrets of science and show their abilities.

Kazakh is the state language, and Russian and knowledge of one of the foreign languages expand the horizons of the individual, contribute to his development as a versatile person, contribute to the formation of a culture of interethnic relations, tolerance and planetary thinking. A polylingual person has the opportunity

to freely maintain himself in any foreign environment and adapt to new professional information flows or the general information planet.

Thus, the formation of a polylingual personality of a school pupil with a developed communicative and informational competence, a polylingual personality with a developed polylingual, spiritual and moral culture of interethnic relations, honoring national values, showing a steady interest in language acquisition, and a developed patriotic and civic identity is currently one of the main directions of the pedagogical process in the education system.

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### **Жалпы білім беретін мектепте оқушылардың полилингвалды тұлғасын қалыптастыру**

Мақала Қазақстан Республикасындағы полилингвалды білім берудің және жалпы білім беретін мектепте оқушылардың полилингвалды тұлғасын қалыптастырудың өзектілігін қарастыруға арналған. Полилингвизм және полилингвалды білім беру түсініктерін анықтаудың маңызды өзектілігі ұсынылған. Авторлар «тілдік тұлға», «полилингвалды тұлға» және «полилингвалды оқушы тұлға» түсінігіне берілген әртүрлі анықтамалар мен көзқарастарға талдау жасаған. Оқушының тілдік білімі лингвометрикалық санат ретінде коммуникация мақсатында тіл теориясының негіздерін меңгеруге, сөйлеу, ақыл-ой және эстетикалық дамытуға, осы тілді тасымалдаушы халықтың мәдениетін меңгеруге бағытталған танымдық іс-әрекеттің үдерісі мен нәтижесі болып табылады. Мақалада қазіргі заман дәуіріндегі тілдерді зерттеудің негізгі аспектілері берілген. Авторлар ғалым-лингвист Г.И. Богиннің жұмысы негізінде бойынша полилингвалды тұлғаны қалыптастыру деңгейлерін қарастырған. Авторлармен полилингвалдық оқушы тұлғасын қалыптастыруда оған қойылатын негізгі талаптар талданып, жүйеленген. Оған қоса, жалпы білім беретін мектептегі оқушылардың бірнеше тілді меңгеру дәрежесі анықталған. Полилингвалды оқушы тұлғасын қалыптастыруға бағытталған педагогикалық үдерістің нәтижелілігіне қол жеткізу үшін оқытудың белсенді әдістерін қолдану, арнайы әдістемелерді әзірлеу және педагогикалық жағдай тудыру қажеттілігі көрсетілген.

*Кілт сөздер:* тілдік тұлға, полилингвалды тұлға, оқушының полилингвалды тұлғасы, полилингвалды білім, полилингвалды индивид, полилингвизм, көптілділік.

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### **Формирование полилингвальной личности учащихся общеобразовательной школы**

Статья посвящена рассмотрению вопросов об актуальности полилингвального образования в Республике Казахстан и формированию полилингвальной личности учащихся общеобразовательных школ. В



ней предложена важность определения понятий полилингвизма и полилингвального образования. Авторами проанализированы различные подходы к определению понятий «языковая личность», «полилингвальная личность» и «полилингвальная личность ученика». Языковое образование школьника как категория лингвометодическая представляет собой процесс и результат познавательной деятельности, направленные на усвоение основ теории языка в целях коммуникации, на речевое, умственное и эстетическое развитие, овладение культурой народа-носителя данного языка. В статье даны основные аспекты изучения языков в современном мире. Авторами изучены уровни формирования полилингвальной личности на основе работ ученого-лингвиста Г.И. Богина. Систематизированы основные требования к формированию полилингвальной личности ученика. Кроме того, определена степень владения несколькими языками учащимися общеобразовательной школы. Для достижения результативности педагогического процесса, направленного на формирование полилингвальной личности учащегося, была показана необходимость применения активных методов обучения, разработки специальных методик и создания педагогических условий.

*Ключевые слова:* языковая личность, полилингвальная личность, полилингвальная личность ученика, полилингвальное образование, полилингвальный индивид, полилингвизм, многоязычие.

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## **Patriotism as a condition of formation of person's civic identity**

The formation of the person's civic identity becomes the key goal of education in the socio-cultural modernization of Kazakhstan. The article considers the problem of civic identity and patriotism as the main condition for its formation. The purpose of this article is to identify the relations between the concept of «patriotism» and «civic identity», determine the main condition of formation of person's civic identity. Based on the analysis and synthesis of scientific sources, the authors of the article reveal the essence of the concepts of «patriotism», «Kazakhstan patriotism», «citizenship», «identity», «civic identity», «ethnic identity». Scientific understanding of the problem of formation of person's civic identity in the pedagogical aspect made it possible to formulate the author's definition of the investigated phenomenon and to distinguish the elements inherent in it: cognitive, affective and regulatory and indicators. The use of methodological approaches (systemic-activity, synergistic, personality-oriented, socio-role, multicultural, humanistic) made it possible to identify the diversity and complexity of the problem under study, as well as to consider the mechanism of the formation of civic identity. The theoretical significance and novelty of this publication lies in the use of a multicultural approach as an innovative to the analysis of the problem of patriotism in the context of the formation of a civic identity of a person in the conditions of a multi-ethnic Kazakhstan society. The practical significance of the work is that the materials of the article can contribute to the development of the studied concepts when developing measures and programs aimed at introducing the individual to the activities of the state and Kazakhstan society in the process of formation the civic identity of the younger generation. The main result of the theoretical study was the substantiation of the conceptual provision that the main factor in the formation of the civic identity of the individual is patriotic education.

*Keywords:* patriotism, Kazakhstan patriotism, civic identity, ethnic identity, citizenship, multicultural approach, formation, personality

### *Introduction*

Multi-ethnic and multi-confessional composition of the population of the Republic of Kazakhstan defines the strategic objectives of the state policy aimed at the formation of civic community. The needs of social and cultural sphere of the state and a multicultural society expressed in legislative legal and regulatory documents, including documents about education. In the «Concept of strengthening and developing Kazakhstan identity and unity» says: «The Kazakhstan identity and unity is an ongoing generational process. It is based on the fact that every citizen, regardless of ethnic origin, binds his destiny and the future of Kazakhstan» [1]. The problem of fostering of the Kazakhstan patriotism and formation of Kazakhstan (civic) identity are of particular importance in the context of globalization, as the dominant in the current period, the system of ideas and values characterizes Kazakhstan as an independent sovereign state.

The urgency of the problem of patriotism and civic identity of the young generation is dictated by the fact that the prosperity of civic society is directly connected with the system of education. In this regard, the task of socialization of children and youth is to ensure that every citizen felt himself primarily as a citizen and patriot, i.e. we are talking about the individual's identity with the state and in the context of our study we are talking about the formation of civic (Kazakhstan) identity.

It is therefore important to determine the relationship between the concepts of «patriotism» and «civic identity» of Kazakhstan in conditions of globalization of the world community. Patriotism is the primary moral principle of the «Mangilik El» national idea.

*The purpose of this article* based on the analysis of scientific sources to define patriotism as a necessary condition of formation of civic (Kazakhstan) identity at the present stage of development of the Kazakhstan society.

*Research methodology* made up of traditional and innovative methodological approaches to the study of the problem: system activity, synergetic, personality-oriented, social-role and multicultural, humanistic. More detail on the consideration of methodological approaches that have been used as a backbone in considering the mechanism of formation of civic identity in the conditions of Kazakhstan society.

Systematic and action-oriented approach in this study served as a methodological orientation in which the object of study of knowledge is considered as a system and work for patriotic education and development of civic identity and occupies one of leading places in the study. At the same time, the synergetic approach allows to consider the process of formation of civic identity through patriotic education of as a complex dynamic system characterized main symptoms of synergetics: openness, nonlinearity, disequilibrium. Personality — oriented approach is the methodological basis in consideration of the notion of «patriotism» as a personal quality of the individual and, in general, the process of forming civic identity of person, which provides and supports the processes of individualization of personality: self-manifestation, self-development and self-realization. Holistic approach to treat the process of civic education of the individual as a subject of civic relations, as the category of integrity and holistic characteristics and properties of the studied properties of the phenomenon. The multicultural approach creates conditions for the development of the multiethnic society, productive for the existence of the individual. It is hard to imagine civic education without a humanistic approach. Humanization of education allows to expand the thinking of the individual and shape the civic worldview.

*Methods:* theoretical analysis and synthesis of philosophical, psychological, sociological, cultural, pedagogical literatures, generalization, classification, abstraction, analogy.

#### *Literature review*

The word «patriotism» is of Greek origin («partis» means «Homeland»). In the Philosophical dictionary concept of «patriotism» understood as «a moral and political principle, social sense, the content of which is love of country and devotion to him, pride in its past and present, the desire to protect the interests of the Motherland» [1; 358].

The issue of patriotism and its education devoted to the work of P.M. Rogachev, M.A. Sverdlin, J.G. Golotvin, M.N. Rosenko, A.A. Antsiferov. Education of the Kazakhstan patriotism devoted to the work of K.T. Abylgazyeva, A.A. Bayserkeyev, A.A. Beysenbayeva, G.J. Jumanova, E.O. Zhumatayeva, S.T. Imanbayeva etc.

The analysis of this concept shows that in general, the concept of «patriotism» in scientific literature is characterized by deep feelings of love to the native land, language, traditions and people.

As the researchers note that patriotism is gradually losing its defensive character, and the trend of creative development of one's own next to a stranger is becoming more and more apparent. We believe that an important sign of patriotism is not only its ethnic color, but also its social one. In a multi-ethnic state, the philosophical category of «patriotism» goes beyond ethnic concepts.

In national literature, concept of «Kazakhstan patriotism» is regarded as a consolidating religious and political factor, as a new paradigm for public policy and ideology [2; 9]. The base of the Kazakhstan patriotism according to scientists is the common historical destiny of ethnic groups constituting the people of Kazakhstan, the similarities in the mentality of Kazakhstani people, their involvement in the high economical potential of the Republic, the community of the natural environment [3; 62].

Concept of «patriotism» involves a different concept of «citizenship». According to M.I. Bogomolova, citizenship is a quality, property, behavior of citizens, manifested in his willingness and ability to participate actively in the affairs of the society and the state, consciously exercise their rights and perform their duties. The concept of «citizenship» is closely related to the concept of «patriotism» [4; 47].

Social-role approach to the concept of «citizenship» is expressed in the definition of G.N. Filonov as «a complex of subjective qualities of the personality, manifested in the relationships and activities of man in the fulfilment of the main socio-role functions of conscious law — abiding, patriotic dedication in serving your country and protecting the interests of the Homeland, in a truly free and fair commitment to focus on social and moral values, including in the areas of labor, family-household, inter-ethnic and interpersonal relations» [5].

In the context of our study will address the concept of «civic identity» in this regard, it is close to the understanding of citizenship in which the patriotism is the key constant.

Clarification of the basic concepts we will refer to V.A. Yadov, who under the identity understands the state and identification — the process leading to this condition [6; 589]. According to A. Touraine, «identity is conscious social determination of the individual» [7]. O.N. Pavlov notes that identity is a broad concept that includes all the qualities of personality combinations, due to the large array of biological, psychological, social, cultural factors [7].

A significant contribution to the study of identity as a mechanism of psychological adaptation of the individual and the role of the unconscious in identification processes was made by the representative of classical psychoanalysis Z. Freud, whose name is associated with the first use of the term «identity» in Western literature, as well as A. Adler, J. Bowlby, M. Klein, M. Mahler, W. Meissner, J. Piaget, J. Marcia, A. Freud, K. Horney, R. Schafer, M. Ainsworth, K.-G. Jung, etc.

A special role in the formation of the concept of identity and the introduction of the concept into an interdisciplinary scientific turnover belongs to E. Erikson. Identity as a psychological need is studied in the framework of humanistic psychology of A. Maslow, humanistic psychoanalysis of E. Fromm. In the context of the philosophical and humanitarian theory of identity in recent decades, various aspects of the identity phenomenon have been developed in the theoretical and empirical research of M.M. Bakhtin, L.P. Bueva, L.S. Vygotzky, E. Giddens, I.S. Cohn, A.N. Leontiev, Y. Habermas, J. Meade, V.A. Yadov, I.V. Antonova and others.

The problem of identity in modern science is related to the Self-concept, which filters and determines the significance of a particular information for a person. This phenomenon is close to the concept of self-consciousness, which consists of a person's ideas about himself and for himself, as well as ideas about himself for others. E. Erickson gives the following definition of identity: «It is a configuration that occurs through successful ego synthesis and resynthesis during childhood. This configuration gradually combines constitutional attributes, basic needs, abilities, meaningful identifications, effective defenses, successful sublimations, and permanent roles». The scientist identified eight stages of identity development throughout a person's life [8].

Many Russian researchers have addressed the specifics of socialization and the problems of formation of civic education and youth identity: E.A. Grishina, Yu.A. Zubok, I.V. Canada, O.N. Kozlov, V.A. Yadov, Yu.A. Levada, T.I. Zaslavskaya, G.G. Diligenskii, R.G. Abdulatipov, D.N. Dement'ev, B.T. Likhachev, G.N. Filonov, etc. Questions of formation of citizenship under the influence of globalization processes and changes in socio-political and economic conditions of the country are considered in the research of domestic scientists — A.A. Bayserkeyev, K.K. Zhampeisova, Zh.A. Makatova, G.K. Medetbekova, A.K. Nurgalieva and others.

The use of the concept of «citizenship» requires clarification of its relationship with the categories «civic education» and «civic identity». According to B.T. Likhachev, civic political education is a system of universal value attitude to global problems, social groups, individuals, their activities, to the phenomena of public life and consciousness. It is civic because it is determined by principled national, constitutional worldview positions that are embodied in the actual practice of public relations. It is political because it provides students with an understanding of the ideals and goals, strategic and tactical lines of building a legal state to ensure the fundamental interests of the majority of the people [9; 293–294].

The need to address the concept of «citizenship» is associated with the clarification of its essence as a personal and professionally significant quality of the teacher. The research of A.K. Nurgalieva is devoted to the theoretical and methodological foundations of the formation of citizenship of future teachers. Considering the studied category from the point of view of the development of high subjectivity of the specialist, the scientist comes to the conclusion that citizenship is an integrative quality of a future teacher's personality, formed through the active interaction of all the subjects of the holistic pedagogical process in a variety of activities, characterizing its social and moral subjective stance in relation to themselves, society, people, with the right to personal freedom, self-realization, self-development, self-improvement and responsible for their acts and actions before state and society, to living a young generation of citizens [10; 46].

G.O. Medetbekova's research highlights the psychological and pedagogical aspects of civic education of future teachers in the integral pedagogical process of university. The concept of «citizenship» is defined by the researcher as an integrative professionally significant quality and represents the social orientation and civic position of the future teacher, expressed in the system of his relations to society, to himself, to others, to his own professional activity at the level of awareness of his values, responsible attitude to his professional duties as a moral duty to society and the state, conscious, voluntary, unselfish service to the interests of his people and the goals of social progress, in the name of the future younger generation [11; 15]. The significance of this research for us lies in the development of a criterion-indicative apparatus of levels of citizenship formation, which served as a starting parameter for the development of measures of civic identity of an individual.

### *Results*

Based on the analysis of scientific sources, we concluded that the most common for all social sciences is the definition of identity as an active process, «reflecting the subject's ideas about himself and accompanied by a sense of his own continuity, which allows him to perceive his life as an experience of duration and unity, which makes it possible to act consistently» [12; 14]. Identity in this case is a sign of «entering» into a social position. According to the philosopher R.G. Abdulatipov, «the problem of people's identity is the problem of their personal social and civic formation... Identity is my first name, my last name, my family, my people, my Homeland, state, and related history and culture» [13; 400–401]. He believes that the loss of ancestral and ethno-national identity can lead to the loss of civic identity.

The evolution of human identity is considered by psychologists as a dialectical interaction of personal and social identity throughout a person's life. Based on the secondary nature of personal identity in relation to social identity, we can conclude that personal identity is a product of social identity that occurs in interaction with the surrounding world.

Let's consider the essence of the concept of «civic identity», which has entered the pedagogical lexicon recently, but the problem of civic education is not new. As a phenomenon, political civic education has existed at all historical stages since the emergence of states.

The history of civic philosophy began in the works of Aristotle, Plato, al-Farabi and other thinkers of different centuries. In ancient China, the ideas of civic education were used by Confucius. In the basis of the content of the education of his students, he included moral education, which gives the people peace and tranquility. It included civic education, norms and rules of behavior, loyalty and sincerity. At a certain stage of human development, a civic philosophy was formed, reflecting certain priorities caused by the needs of the state and society.

In the history of Soviet society the experience of civic education was accompanied by a statement of stability and permanence that is not slowed to have an impact on shaping the thinking of Soviet citizens, manifested to the present time.

In the course of our research, scientific interest is aroused by the correlation of the concepts of «citizenship» and «patriotism». Defining citizenship as a moral and political quality, N.A. Savotina considers patriotism an important component of it [14]. Many researchers note the reverse process. Patriotic education of the future specialist's personality in modern conditions, according to A.K. Kalimodaeva, due to professional training, where a sense of civic duty, civic vision, civic anxiety for the fate of the Homeland should be in the context of their professional development and bear a pronounced professional orientation [15]. According to this definition, patriotism should act not only as a personal, but also as a professional quality.

The analysis of these definitions in scientific sources has led us to the following conclusions:

- in many definitions of scientists, the concept of «citizenship» is considered as an integrative quality of personality, which is characterized by social significance and active civic, moral position (Yu.A. Tanyukhina, G.N. Filonov, Zh. Makatova, Z.U. Imzharova, A.K. Nurgalieva);
- the research is dominated by the approach to the definition of «citizenship», which characterizes its most important quality — patriotism (N.A. Savotina, A.K. Kalimoldayeva, G.O. Medetbekova, M.I. Bogomolova, etc.);
- the relationship between the concepts of «civic education» and «citizenship» can be concluded that they relate as a process and result.

In the recent literature increasingly raises the question of civic identity, which can be considered as a synonym of the notion «citizenship».

I.V. Canada believes that civic identity reflects the level of civic consciousness of the people, its unity with the country, society, fellow citizens, is a factor of consolidation of society around the interests of the state and the country as a whole [16].

In the «Encyclopedia of sociology» the concept of «civic identity» is interpreted in two ways: 1) awareness of belonging to the community of citizens of a state, having individual meaning; 2) the phenomenon immanent is consciousness, the characteristic (quality) of the civic community, characterizing it as collective subject. These two definitions are not mutually exclusive, but focus on different aspects of civic identity: from the individual and from the community [17].

Analysis and synthesis of the studied definition allowed us to clarify that civic identity, by which we understand a person's awareness of their involvement in the community of citizens of a particular state, is an

important part of the mechanism of functioning of the political structure, the foundation of political and cultural-educational life and consciousness of society

Civic identity is a kind of socio-cultural identity, which is based on identification with society, the state and the country. It acts as a complex status and identification base for the formation of mass social practices that constitute and reproduce this society as an independent and specific socio-cultural system. Civic identity serves the purposes of social integration on the basis of common terminal and instrumental values (including through such value complexes as the Homeland, state, country), is objectified through the identification of individuals with certain positions in the socio-cultural space and is fixed through social practices in specific fields of identification. The basic fields are cultural, economic and political spaces.

In the context of human educational activities in the multi-ethnic space of Kazakhstan, civic and ethnic identities (of persons of non-Kazakh nationality, since the specified identities of Kazakhs must coincide) are largely compatible. Compatibility occurs at the cognitive level, due to the ability of educational subjects to obtain mutual knowledge about cultures, national traditions, an increase in the number of real inter-ethnic contacts, and the organization of joint activities. All this helps to build a system of relations based on mutual understanding [18; 236].

The structure of civic identity has cognitive, affective and regulatory elements. The mechanism of civic identity formation in the context of our research can be considered on the basis of V.A. Yadov's dispositional theory of personality, which considers the levels of dispositional structure — socially fixed attitudes with three main elements: cognitive, affective and behavioral [19; 93].

Thus, civic identity has cognitive, affective and regulatory elements with corresponding characteristics of criteria and indicators.

This is the knowledge of their civic duties. This is a system of knowledge of constitutional norms, the civic code of the Republic of Kazakhstan, the state language. Knowledge of the history, politics, economy, culture, geography and ecological state of the country. It is the availability of social maturity, patriotism (pride for Kazakhstan), development of civic consciousness (awareness of their involvement to the Republic of Kazakhstan and its multi-ethnic community), respect for the state language and symbols of Kazakhstan, interest in democratic transformations in the state and awareness of the social significance of the teaching profession in the education of the younger generation. This is also the fulfillment of their civic duties in the aspect of mastering professional activity. Compliance with the moral and legal norms of the civic code of the Republic of Kazakhstan. Manifestation of Kazakhstan's patriotism, responsibility to society, active life position, readiness to protect the interests of the state and contribute to its development, skills to practice civic education of schoolchildren.

### *Discussion*

According to scientists, the most valuable is a multicultural approach that unites citizens on the basis of territorial and political unity and the principles of respect for cultural and value differences.

Multiculturalism of the educational environment implies a dialogue of cultures. In the process of such a dialogue, the ethnic cultures of peoples living together on the same territory are identified and studied, which in turn is a key factor in the formation of civic identity in a complex, changing world, the vision of their own worldview.

Expressing an opinion on the prospects of multicultural education in the formation of civic identity, we further build the concept of civic (Kazakhstan) identity of person on the ideas of multicultural education as the most suitable for the consolidation of the Kazakhstan people. At the same time, we see the main advantage of the theory of multicultural education in its flexibility: on the one hand, it «denies the formation of a personality outside the national culture, on the other — it promotes the formation of a polyidentical personality as the center and intersection of several cultures» [20; 18].

### *Conclusions*

So, based on scientists' definitions of ethnic and civic identity, we concluded that they intersect, and for the representatives of the titular ethnic group of the republic is their full compatibility. Each of these identities has its own core, the root on which it is based. Ethno-cultural values contribute to the formation of ethnic identity. In the diversity of ethnic and cultural values of ethnic groups, it is possible to identify particularly significant spiritual elements that contribute to their ethnic and state identity in terms of territorial integrity. And if civic identity is connected with the modern civilized process, with the challenge of time in relation to a certain person, then ethnic identity performs a cultural and historical function, the role of cultural and his-

torical tradition. In addition, based on the analysis of the essence of ethnic and civic identity, we came to the conclusion that such a core for ethnic identity is the concept of «ethnic mentality», which emphasizes the peculiarity of the ethnic group, for civic identity concept of «patriotism» is the main feature among others. As stated in the «Concept of strengthening and development of Kazakhstan's identity and unity», consolidating the values of the national Patriotic idea «Mangilik El» are the main principles in the process of forming the Kazakhstan (civic) identity as an individual and social groups of Kazakhstan society.

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Ш.М. Мухтарова, Б.К. Пазылбек

## Патриотизм тұлғаның азаматтық бірегейлігін қалыптастыру шарты ретінде

Тұлғаның азаматтық бірегейлігін қалыптастыру Қазақстанның әлеуметтік-мәдени модернизациясында білім берудің негізгі міндеті болып табылады. Мақалада азаматтық бірегейлік мәселесі қарастырылған және оны қалыптастырудың басты шарты — патриотизм. Мақаланың мақсаты: «патриотизм» мен «азаматтық бірегейлік» ұғымдарының арақатынасын және тұлғаның азаматтық бірегейлігін

калыптастырудың басты шарттарын анықтау. Ғылыми деректерді талдау және синтездеу негізінде мақала авторлары «патриотизм», «қазақстандық патриотизм», «азаматтық», «бірегейлік», «азаматтық сәйкестік», «этникалық сәйкестік» ұғымдарының мәнін көрсеткен. Педагогикалық аспектіде тұлғаның азаматтық бірегейлігін қалыптастыру мәселесін ғылыми тұрғыдан түсіну зерттелетін феноменнің авторлық анықтамасын қалыптастыруға және оған тән элементтерді: когнитивтік, аффективтік және реттеуші және олардың көрсеткіштерін анықтауға мүмкіндік берді. Әдістемелік тәсілдерді қолдану (жүйелі-іс-әрекет, синергетикалық, жеке тұлғаға бағытталған, әлеуметтік-рөлдік, көпмәдениетті, гуманистік) зерттелетін мәселенің көптүрлілігі мен күрделілігін анықтауға, сондай-ақ азаматтық бірегейлікті қалыптастыру механизмін қарастыруға болады. Осы мақаланың теориялық маңыздылығы мен жаңалығы көпмәдениетті қазақстандық социум жағдайында тұлғаның азаматтық бірегейлігін қалыптастыру контекстінде патриотизм проблемасын талдауда инновациялық ретінде пайдалану. Жұмыстың практикалық маңыздылығы мынада: мақала материалдары жас ұрпақтың азаматтық бірегейлігін қалыптастыру үдерісінде жеке тұлғаны мемлекет пен қазақстандық қоғамның қызметіне қатыстыруға бағытталған іс-шаралар мен бағдарламаларды әзірлеу кезінде зерттелетін ұғымдардың дамуына ықпал ете алады. Теориялық зерттеудің негізгі нәтижесі — тұлғаның азаматтық бірегейлігін қалыптастырудың негізгі факторы патриоттық тәрбие болып табылады.

*Кілт сөздер:* патриотизм, қазақстандық патриотизм, азаматтық сәйкестік, этникалық сәйкестік, азаматтылық, көпмәдениетті көзқарас, қалыптастыру, тұлға.

Ш.М. Мухтарова, Б.К. Пазылбек

### Патриотизм как условие формирования гражданской идентичности личности

Формирование гражданской идентичности личности становится ключевой задачей образования в социокультурной модернизации Казахстана. В статье рассмотрена проблема гражданской идентичности и как главное условие его формирования — патриотизм. Цель статьи — выявить соотношение понятий «патриотизм» и «гражданская идентичность»; определить главное условие формирования гражданской идентичности личности. На основе анализа и синтеза научных источников авторами выявлена сущность понятий «патриотизм», «казахстанский патриотизм», «гражданственность», «идентичность», «гражданская идентичность», «этническая идентичность». Научное осмысление проблемы формирования гражданской идентичности личности в педагогическом аспекте позволило сформулировать авторское определение исследуемого феномена и выделить присущие ему элементы: когнитивные, аффективные и регулятивные и их показатели. Использование методологических подходов (системно-деятельностного, синергетического, личностно-ориентированного, социально-ролевого, поликультурного, гуманистического) позволило выявить многообразие и сложность исследуемой проблемы, а также рассмотреть механизм формирования гражданской идентичности. Теоретическая значимость и новизна настоящей публикации заключены в использовании поликультурного подхода как инновационного к анализу проблемы патриотизма в контексте формирования гражданской идентичности личности в условиях полиэтнического казахстанского социума. Практическая значимость работы состоит в том, что материалы статьи могут содействовать развитию исследуемых понятий при разработке мероприятий и программ, направленных на приобщение личности к деятельности государства и казахстанского общества в процессе формирования гражданской идентичности молодого поколения. Основным результатом теоретического исследования стало обоснование концептуального положения о том, что основным фактором формирования гражданской идентичности личности является патриотическое воспитание.

*Ключевые слова:* патриотизм, казахстанский патриотизм, гражданская идентичность, этническая идентичность, гражданственность, поликультурный подход, формирование, личность.

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# ТІЛДІК БІЛІМНІҢ ТЕОРИЯЛЫҚ-ҚОЛДАНБАЛЫ МӘСЕЛЕЛЕРІ ТЕОРЕТИКО-ПРИКЛАДНЫЕ ПРОБЛЕМЫ ЯЗЫКОВОГО ОБРАЗОВАНИЯ THEORETICAL AND APPLIED PROBLEMS OF LANGUAGE EDUCATION

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## **Written discursive competence as a component of the foreign-language communication competence of university students**

The article covers the issues of forming written discursive competence as the basis for written foreign language communication of university students. The introduction of new standards of education, which reflect the social order of the modern multicultural and information society, required the universities to create optimal conditions for learning foreign language communication in order to solve problems of interpersonal and intercultural interaction at the global level. In this regard, to ensure socio-cultural mobility of university graduates, the teaching of written foreign language communication should occupy an important place in the educational process. At the same time, the authors have made an attempt to reveal the structure and content of components of written discursive competence as a component of foreign language communication competence in the context of its application in foreign language classes in the conditions of a non-linguistic university. The authors analyze a large number of scientific and theoretical literary sources on the investigated problem, on the basis of which they justify the possibility of considering the language component as a component of written discursive competence, along with strategic, tactical, genre, text, linguo-rhetorical components in order to improve the quality of written works. In conclusion, the authors conclude that the ability of a writer as an individual according to the sociocultural situation and communicative task to create different types of discourse for participation in written foreign language communication with the intended recipient in order to achieve the expected result defines written discursive competence as a component of foreign language communicative competence of a graduate.

*Keywords:* text, discourse, written speech activity, universal characteristics of the text, specific features of the discourse.

The introduction of state educational standards of the new generation into the life of the higher school demanded from the universities to create optimal conditions for teaching foreign language communication in order to solve the problems of interpersonal and intercultural interaction on the global level. The ability to communicate is a necessary component of the student's life and provides university graduates with socio-cultural mobility as the ability to act freely and actively in a multi-lingual space to ensure intercultural interaction and cooperation.

Domestic authors often write about the urgent need for training in written communication and the frequent ignoring of such a genre of written communication as e-mail in Kazakhstan [1].

Written discursive competence is a component of the foreign-language communicative competence. The analysis of the researcher's works showed that the very concept of «discursive competence» is interpreted by scientists in a controversial manner. According to the document «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» it is «knowledge of the rules of construction of statements, their association in the text taking into account the topicality, information, natural causal relations, topic, coherence and integrity, logic, style and register of communication, etc.». [2], i.e. includes only the knowledge component.

Moreover, discursive competence is considered as:

- 1) knowledge of various types of discourse and the rules of their construction, as well as the ability to create and understand them, taking into account the situation of communication (E.M. Bastrikova, A.N. Shchukin, H. Boyer, M. Canale, M. Swain and others);
- 2) the ability to coherently and consistently express their thoughts in a situation of oral / written communication (K.A. Kobzeva, A.N. Shamov, E.V. Schuman, L. Bachman, J.A. Van Ek and others) [3];
- 3) «...ability to generate text adequately to the situation of its creation in productive speech activities» [4];
- 4) «...ability to organize speech, high level of formed skills of logical, consistent, convincing construction of own statements, mastering the methods of giving and receiving information» [5];
- 5) «...a standard of knowledge and skills that foreign language students should possess in order to logically present thoughts, creating a grammatically and lexically correct text adequate to the communicative situation, as well as for the correct interpretation of the text» [6].

The written discourse as a product of professionally-oriented foreign language communication can be characterized according to 5 groups of features: 1) strategical which is responsible for planning communicative behavior; 2) tactical which is associated with selecting adequate means of professionally-oriented foreign language communication in writing; 3) genre-related which is responsible for the range of genres in the written speech and the choice of genre and style related norms; 4) text-related including cohesion, integrity and complete character of written discourse; 5) linguo-rhetorical revealing in the composition and a certain linguo-rhetorical structure of written discourse [7].

This diversity of interpretations of discursive competence requires further research into this phenomenon from a written perspective, taking into account the fact that the result should be the ability of learners to communicate in a written foreign language through written discourses of various types, reflecting the characteristics of the factors that influence its creation.

We will therefore understand written discursive competence to be the ability of the writer to write as an individual according to the socio-cultural situation and the communicative task of creating different types of discourse to participate in written foreign language communication with the intended recipient in order to achieve the expected result. It is based on a set of knowledge, skills, abilities and activity experience, which is the content of social experience, the possession of which ensures the formation of this competence.

Written discursive competence is a complex multicomponent phenomenon, therefore, a certain number of sub-competences are distinguished in its structure. Thus, in N.P. Golovina's research, written discursive competence consists of four components, each of which, in turn, is represented by corresponding skills underlying many other models: strategic (the ability of a subject to understand the communicative intention and plan a communicative event); tactical (the ability to select adequate and optimal means and methods); genre (the ability to organize a discourse in accordance with the canons of the genre) and text components (the ability to organize sentences into a coherent text) [8].

I.N. Khmelidze holds the same opinion, combining the genre and text components into one sub-competence and adding a reflexive component. It consists of control and self-monitoring of written works by students and teachers and is a necessary element in mastering foreign language written speech on the basis of an autonomous approach. N.L. Nikulshina took N.P. Golovina's theory as a basis and expanded the discursive competence by means of the rhetorical component, which represents the ability to produce texts on the basis of knowledge of generally accepted rhetorical methods of deploying written speech and rhetorical techniques [9].

In contrast to the above-mentioned authors, F.A. Ashurlaeva distinguishes in the structure of discursive competence only the ability to select subject vocabulary, select key words; to plan the development of the plot of written discourse, to relate the speech material, its organization to the construction of the text of the work [10]. These skills relate to the skills described by N.P. Golovina, except for the genre component.

E.V. Sergeeva also considers only the level of skills in the structure of discursive competence. However, when teaching foreign-language discourse in the form of essays, she misses such important skills as the division of a text into paragraphs and its design within a paragraph, lexical and grammatical correctness, which in our opinion is a significant component. It focuses on the discourse and its main organizing factors: cohesion, coherence, and contextuality [11].

Having analyzed researchers' points of view on the component composition of written discursive competence and taking into account typological features of written discourse, we initially included five components into this competence: strategic, tactical, genre, text and linguistic.

However, the repeated analysis has led us to think that the language component, which is responsible for the design of written discourse of various types in accordance with the lexical-grammatical norms of foreign-language written speech and is therefore essential for written foreign-language communication, falls out of the field of view. It receives insufficient attention in foreign language classes, which leads to a decrease in the quality of written works.

For this reason, we have expanded the component structure of written discursive competence to include the sixth, language component. As a result, the structure of written discursive competence is represented by a set of strategic, tactical, genre, textual, linguo-rhetorical and linguistic components (Fig. 1), each of which contributes to the acquisition by learners of the ability underlying it.

It should be noted, however, that the strategic component includes an intercultural component. The latter involves the writer becoming aware of his or her own culture and recognizing the culture of the intended recipient as a necessary condition for enriching his or her personal experience, understanding a different way of life, values and customs and rejecting existing stereotypes and prejudices [12].

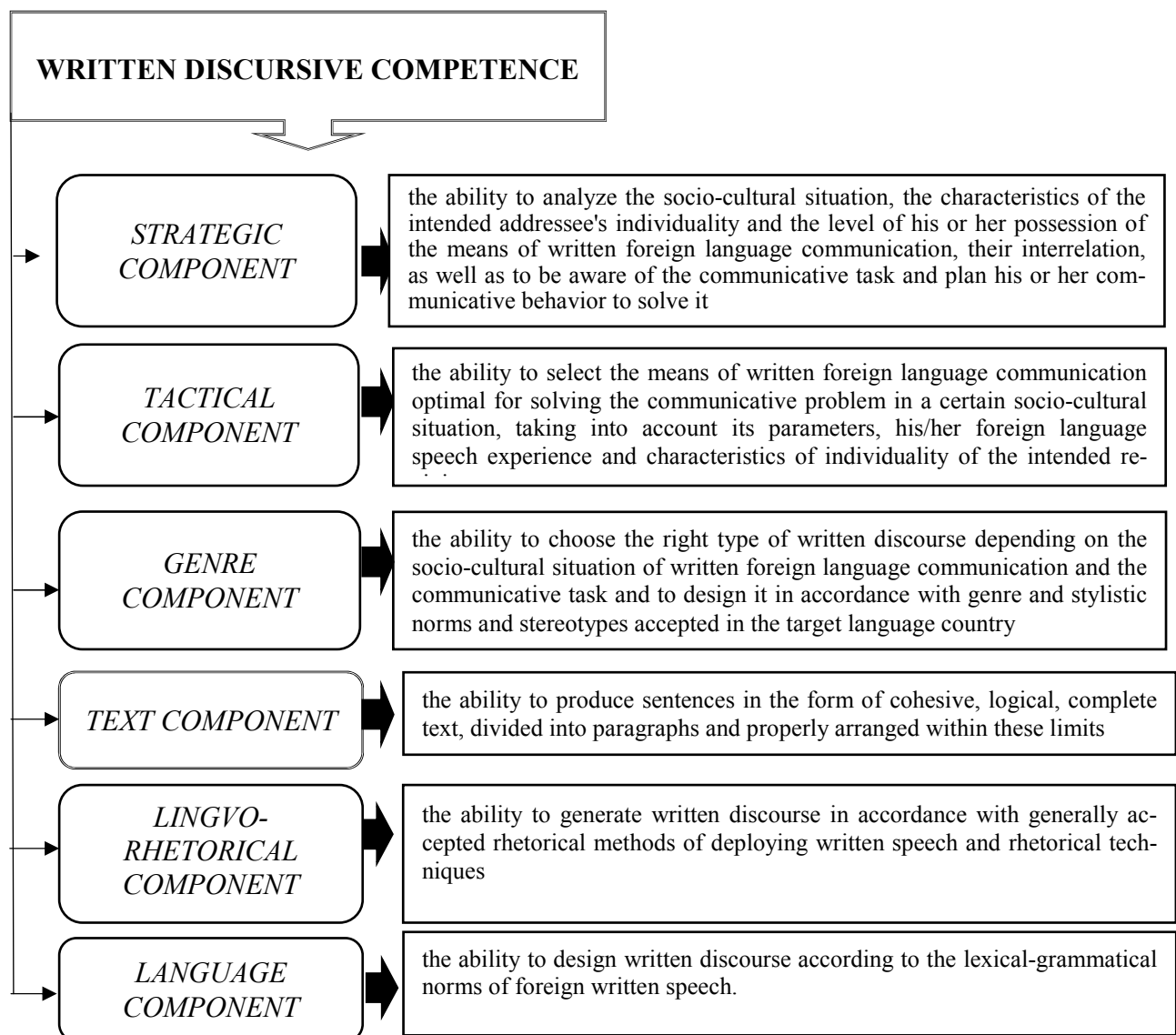


Figure 1: Structure of written discursive competence

The next step in the study of written discursive competence was to determine the dose of social experience that should be learned by students to acquire it (V.V. Kraevsky, I.Y. Lerner, A.V. Khutorsky). It includes the experience of cognitive activity represented by a set of knowledge, the experience of reproductive activity implying corresponding skills, the experience of creative activity based on a set of skills, and the experience of value-oriented activity. Accordingly, in each component of the written discursive competence,

we have identified a set of specific knowledge, skills, and experiences of value-based activities presented below.

- Knowledge of the parameters of the socio-cultural situation and the circumstances of written communication necessary for its functioning, the characteristics of the individuality of the writer and the recipient, and the level of their knowledge of the means of written communication expressed in a foreign language spoken experience;

- knowledge of the living conditions of the linguistic community, the system of values, norms, traditions and rules of communicative-speech etiquette inherent in the culture of subjects of written foreign-language communication;

- knowledge of differences in lifestyles, assessment of the past of the native country and the target language country, rules necessary for orientation in another country, knowledge of stereotypes established with regard to one's own culture and that of the intended recipient;

- knowledge of communicatively acceptable means of written foreign-language communication, optimal for solving the communicative task within a certain socio-cultural situation;

- knowledge of characteristics of functional styles, genre-stylistic features of different types of written discourse;

- knowledge of means of cohesion and rules of building a coherent text;

- knowledge of the ways of constructing linguistic and rhetorical structures;

- knowledge of language means and rules of their use in written speech activity as means of written foreign language communication.

- The skill of reproducing the socio-cultural situation and communicative task;

- lexical and grammatical skills;

- composing skills:

- structuring information in accordance with the communicative task and sociocultural situation and taking into account the linguistic and rhetorical peculiarities of written discourse;

- ensuring coherence and integrity of a fragment of discourse;

- effective use of cohesion tools;

- building linguo-rhetorical structures and compositional and verbal forms.

- Ability to analyze the sociocultural situation, characteristics of individuality of the intended addressee and the level of his or her possession of the means of written foreign-language communication, their relations;

- The ability to comprehend the communicative task and plan the communicative behavior in accordance with the socio-cultural situation, communicative task, characteristics of the addressee's individuality and his or her foreign language speech experience;

- the ability to carry out written foreign language communication taking into account the living conditions of the linguistic community, the system of values, norms, traditions and rules of etiquette inherent in the culture of the subjects of written communication;

- the ability to select the means of written foreign language communication that are optimal for solving the communicative problem of the addressee in a certain socio-cultural situation, taking into account its parameters, the characteristics of the individuality of the intended addressee and the foreign language speech experience;

- the ability to choose the right type of discourse depending on the socio-cultural situation and communicative task and to design it in accordance with genre and stylistic norms and stereotypes accepted in the country of the foreign language studied;

- the ability to design proposals in the form of a coherent, logical, complete text, divided into paragraphs and properly framed within these limits (to introduce the main idea of a paragraph with the help of a key sentence, to develop the main idea contained in the key sentence, consistently convey the semantic content, effectively use the means of cohesion (pronouns, unions, adverbs), etc.);

- the ability to construct a discourse in accordance with the linguistic and rhetorical norms adopted in the country of the foreign language being studied;

- ability to structure the discourse in accordance with the lexical-grammatical norms of the foreign written language.

As for the experience of value-orientation activities, it acts as an «exemplary behaviour» [13] expected from the subjects of communication in solving their communicative task in a certain socio-cultural situation, i.e. in the process of creating a written discourse of a certain type. It manifests itself in the willingness of

learners, in accordance with their personal position and social status, to apply the knowledge they have learned, the skills they have developed and the skills they have acquired in writing in a separate act of communication. This presupposes such qualities as personal interest, motivation, activity, independence, responsibility for the results of their written activity and tolerance towards another culture, etc.

All of the above made it possible to clarify the notion of written discursive competence, its structure and content and move on to defining the place of this competence among other sub-competences of foreign-language communication competence as the goal of foreign-language education in the direction of training «Pedagogical education». Thus, the foreign-language communicative competence implies the ability to carry out foreign-language interpersonal and intercultural communication with native speakers within the limits set by a standard or program.

Pragmatic competence, in turn, is divided into functional competence, competence of schematic construction of speech, and discursive competence. In discursive competence, we consider its written form, consisting of six components based on social experience in the aggregate of knowledge, skills, abilities and experience of value-oriented activities.

The final step in solving the tasks set in this paragraph was to identify criteria for the formation of written discursive competence, which will help diagnose its level.

Thus, written discursive competence is an integral part of foreign-language communicative competence and provides students with the ability, in accordance with their social and foreign-language speech experience and personal aspirations, to carry out written foreign-language communication with the intended recipient using a certain type of written discourse, thereby solving their communicative task within a certain socio-cultural situation.

It includes the following components: strategic, tactical, genre, text, linguistic-rhetorical, and language sub-competence. They are based on a set of knowledge, skills, abilities and experience of value-oriented activities, adequate to the dose of social experience that must be learned by students to acquire written discursive competence. These components are closely interrelated, so the process of its formation should be aimed at mastering all the components of the university students.

Written discursive competence is thus an integral part of the foreign-language communication competence and ensures that learners are able to learn in accordance with their social and foreign language speech experience and personal aspirations to communicate in written foreign language with the intended recipient through a written discourse of a certain kind, thus solving their communication task within a certain socio-cultural situation. It includes the following components: strategic, tactical, genre, textual, linguistic and linguistic sub-competence. They are based on a body of knowledge, skills, and experience in value-orientation activities that is adequate to the dose of social experience that learners must learn to acquire written discursive competence. These components are closely interlinked, so the process of its formation should be aimed at the students' mastery of all the components, which is what we take into account when developing the methodology of forming a foreign-language written discursive competence, which is the focus of the second chapter of the dissertation research.

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### **Жазбаша дискурсивті құзыреттілік ЖОО студенттерінің шет тілдер саласындағы коммуникативтік құзыреттілігінің құрамдас бөлігі ретінде**

Мақалада ЖОО студенттерінің шет тілінде жазбаша қарым-қатынас негізі ретінде жазбаша дискурс құзыреттілігін қалыптастыру мәселелері қарастырылған. Қазіргі заманғы мультимәдени және ақпараттық қоғамның әлеуметтік тәртібін көрсететін білім берудің жаңа стандарттарын енгізу жоғары оқу орындарынан тұлға аралық және мәдени аралық өзара іс-қимыл мәселелерін жаһандық деңгейде шешу мақсатында шет тілді коммуникацияны зерделеу үшін оңтайлы жағдай жасауды талап етті. Осыған байланысты ЖОО түлектерінің әлеуметтік-мәдени ұтқырлығын қамтамасыз ету үшін жазбаша шетелдік тіл коммуникациясын оқыту білім беру процесінде маңызды орын алуы тиіс. Сонымен қатар, авторлар жазбаша дискурсивті құзыреттілік компоненттерінің құрылымы мен мазмұнын шетел тілінде қарым-қатынас компетенциясының құрамдас бөлігі ретінде, лингвистикалық емес жоғары оқу орны жағдайында шетел тілі сабақтарында қолдану контекстінде ашуға әрекет жасаған. Авторлар зерттелетін мәселе бойынша көптеген ғылыми және теориялық әдеби дерек көздерді талдаған, соның негізінде жазбаша жұмыстардың сапасын арттыру мақсатында тілдік құрамдас бөліктермен қатар жазбаша дискурсивтік құзыреттіліктің құрамдас бөлігі ретінде тілдік құрауышты қарастыру мүмкіндігін негіздеген. Қорытындыда авторлар әлеуметтік-мәдени жағдайға және коммуникативті міндетке сәйкес жазушының жеке тұлға ретіндегі қабілеті болжанған алушымен жазбаша шет тілдік қарым-қатынасқа қатысу үшін дискурстың әртүрлі түрлерін құра алады, яғни күтілетін нәтижеге жету мақсатында түлектің шет тілді коммуникативтік құзыреттілігінің компоненті ретінде жазбаша дискурсивтік құзыреттілігін анықтауға болады деген тұжырым жасаған.

*Кілт сөздер:* мәтін, дискурс, жазбаша сөйлеу қызметі, мәтіннің әмбебап сипаттамасы, дискурс ерекшеліктері.

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### **Письменная дискурсивная компетенция как составная часть коммуникативной компетентности студентов вузов в области иностранных языков**

В статье рассмотрены вопросы формирования письменной дискурсивной компетентности как основа письменного общения студентов вузов на иностранном языке. Внедрение новых стандартов образования, отражающих социальный порядок современного мультикультурного и информационного общества, потребовало от вузов создания оптимальных условий для изучения иноязычной коммуникации с целью решения проблем межличностного и межкультурного взаимодействия на глобальном уровне. В этой связи для обеспечения социально-культурной мобильности выпускников вузов преподавание письменной иностранной языковой коммуникации должно занять важное место в образовательном процессе. Вместе с тем, авторы предприняли попытку раскрыть структуру и содержание компонентов письменной дискурсивной компетенции как составной части компетенции общения на иностранном языке в контексте ее применения на занятиях по иностранному языку в условиях нелингвистического вуза. Авторами проанализировано большое количество научных и теоретических литературных источников по исследуемой проблеме, на основании которых обосновывается возможность рассмотрения языковой составляющей как компонента письменной дискурсивной компетентности, наряду со стратегическими, тактическими, жанровыми, текстовыми, лингвистическими компонентами, с целью повышения качества письменных работ. В заключение авторы приходят к выводу, что способ-

ность писателя как личности в соответствии с социокультурной ситуацией и коммуникативной задачей создавать различные виды дискурса для участия в письменной иноязычной коммуникации с предполагаемым получателем с целью достижения ожидаемого результата определяет письменную дискурсивную компетентность как компонент иноязычной коммуникативной компетентности выпускника.

*Ключевые слова:* текст, дискурс, письменная речевая деятельность, универсальные характеристики текста, особенности дискурса.

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### **Потенциальные возможности использования палеонтологического компонента во внеклассной деятельности учащихся среднего звена на английском языке**

Статья посвящена вопросу использования элементов палеонтологии во внеклассной деятельности на английском языке. В пользу такой интеграции говорят языковая политика государства, а также программы «Туған жер» и «Сакральная география Казахстана». Авторы утверждают, что материалы, богатые лингвокультурологическим аспектом, способствуют приобщению индивида к лингвокультурам других этносов в рамках единого государства, а также вызывают большую мотивацию к изучению языков. Доказано, что на территории Казахстана обитали ныне вымершие животные — мамонты, динозавры и другие представители зоологических видов, известные по археологическим находкам. Правильное применение этих богатых материалов в проектной деятельности школьников имеет потенциал развития активной гражданской позиции, а также лингвострановедческих и языковых компетенций. Авторы ссылаются на опыт специалиста-палеонтолога из Британии Gareth Dyke и ведущего научного сотрудника Департамента дистанционного зондирования Земли АО «НЦКИТ» Дмитрия Малахова для подтверждения предположения о том, что элементы палеонтологии во внеклассной деятельности на английском языке также могли бы положительно повлиять на расширение багажа знаний по таким предметам, как английский язык и курс школьной биологии. Таким образом, интеграция палеонтологии во внеклассной деятельности и изучение английского языка в проектной деятельности потенциально может обеспечить более глубокое погружение в культуру и историю своей страны, а также малой родины.

*Ключевые слова:* элементы палеонтологии, внеклассная деятельность на английском языке, динозавры, палеонаходки, активная гражданская позиция.

В настоящее время методика иноязычного образования претерпевает изменения под влиянием таких факторов, как социокультурные или лингвистические. В связи с этим понятие «обучение языкам» постепенно расширяется в контексте «обучения языку и культуре» [1]. Стабильно увеличивающаяся доля коренного населения, этнический состав которого в Республике Казахстан, согласно данным Комитета по статистике на 1 января 2019 года, составлял 70,23 % [2], подчеркивает важность системного формирования интереса к знанию культуры и истории.

В Казахстане воспитание у казахстанцев любви, гордости и преданности к своему краю и его истории, культуре, традициям и быту, нравственном долгу перед Родиной осуществляется на государственном уровне через спецпроекты «Туған жер» и «Сакральная география Казахстана», озвученные в рамках статьи «Взгляд в будущее: модернизация общественного сознания» [3]. Реализуются данные проекты путем внедрения в учебную деятельность регионального компонента, включающего в себя элементы краеведения [1], истории и палеонтологии — науки, изучающей ископаемые организмы разных эпох [4].

Реализацию спецпроектов «Туған жер» и «Сакральная география Казахстана» можно проследить и через внеклассную деятельность, связанную с осуществлением исследовательских или проектных работ, выполненных обучающимися под руководством педагогов, а также с посещением историко-краеведческих музеев в Казахстане, в которых можно обнаружить интересные палеонтологические находки [5]. Например, на территории Северного и Восточного Казахстана находятся музеи с палеонтологическими коллекциями, которые позволяют проникнуть в тайны эволюции человека, флоры и фауны и постичь историческое прошлое [6]. Посещение таких музеев и дальнейшее изучение истории древнего животного и растительного мира родного края усиливают мотивацию обучающихся к изучению предметов естественнонаучного направления в силу врожденного интереса детей к динозаврам и другим мистическим существам [7]. Также целесообразно отметить, что привлечение обучаю-

щихся среднего звена к различным проектным и исследовательским работам повышает интенсивность образовательного процесса и уровня подготовки будущих конкурентоспособных специалистов [8]. Более того, изучение истории динозавров как неотъемлемого компонента как курса биологии в школе, так и программы обучения английскому языку способствует развитию навыков критического мышления, наряду с коммуникативными и лингвистическими навыками [9]. Обучающиеся учатся классифицировать, сравнивать, решать задачи и выбирать между различными видами древних животных во время парной и групповой дискуссии или во время игровой учебной деятельности [9].

Все перечисленное выше можно осуществлять и на английском языке, так как в Республике Казахстан на государственном уровне закреплена языковая политика в целях развития лингвистических процессов [10]. Согласно Концепции развития иноязычного образования Казахстана, иностранный язык определен как язык международного общения, наряду с государственным (казахским) языком и языком межнационального общения (русским) [11]. Таким образом, изучение иностранных языков признано социально значимым, необходимым компонентом в жизнедеятельности человека в современном мире на государственном уровне [12]. Поэтому умение поделить на иностранном языке информацией об истории и культуре своего родного края, его традициях и обычаях является необходимым навыком в реалиях современности [1].

Палеонтологические находки на территории Казахстана доказывают, что «Казахстан является настоящей кладовой мировой палеонтологии» [13]. Одна из первых находок, найденная в 1912 г. в Торгайской впадине, открыла территорию Казахстана как место обитания древних существ; кости принадлежали гигантскому носорогу, которого назвали «индрикотерий» [14]. Зубы, собранные на горизонтах северо-восточного региона Аральского моря Республики Казахстан, подтверждают присутствие тероподов (*theropods*), гадрозавров (*hadrosaurs*) и зауропод (*sauropods*), что согласуется с предположениями о динозавровой фауне на территории Казахстана [15]. Тероподы также были упомянуты Александром Аверьяновым, который утверждал, что на территории северо-восточного региона Аральского моря были найдены останки семи тероподобных таксонов [16].

Доказано, что на территории Казахстана обитали ныне считающиеся вымершими животные — мамонты, динозавры и другие представители зоологических видов, известные нам по археологическим находкам, которые можно увидеть в залах историко-краеведческих музеев регионов Казахстана, и, конечно же, в Музее природы и палеонтологии г. Алматы [17]. Ценно это тем, что все экспонаты, выставленные в залах музеев, обнаружены в результате раскопок на территории Казахстана [18], а потому данные палеонтологические находки становятся еще более интересны в связи с тем, что наука берет на вооружение новые методы исследования, неиспользуемые при первоначальном анализе, что позволяет открывать новые страницы из жизни родной земли в древности. И поэтому знания того, какой была флора и фауна территории современного проживания в самые ранние периоды, позволяют внести значимый вклад в спецпроекты «Туған жер» и «Сакральная география Казахстана», озвученные в рамках статьи «Взгляд в будущее: модернизация общественного сознания».

Потенциал элементов палеонтологии во внеклассной деятельности на английском языке обусловлен следующими положениями. Так, первый Президент Республики Казахстан Н.А. Назарбаев в программной статье «Взгляд в будущее: модернизация общественного сознания» отмечал, что платформой, соединяющей горизонты прошлого, настоящего и будущего народа, является история [3], которая, безусловно, интересна каждым прошедшим периодом, и ее изучение начинается с самого древнего. Реализация описанных выше программ в средней школе осуществляется через такие формы, как классные часы, экскурсии по родному краю или поисково-исследовательскую работу [19; 124]. Классные часы способствуют формированию активной гражданской позиции и патриотическому воспитанию [19; 139]. Другой интересной формой работы со школьниками являются посещение музеев или организация музейных комнат при школе. Посещая музеи, школьники смогут наглядно ознакомиться с археологическими источниками, которые служат прямым доказательством эволюционного развития родного края, что также будет способствовать формированию патриотизма у обучающихся [19; 144]. Особое внимание стоит обратить и на такую форму реализации программы «Туған жер», как проектная деятельность, которая обеспечивает более глубокое погружение в культуру и историю своей страны и, конечно, малой родины [19; 139].

Неподдельный интерес вызывают исследования окаменелых животных и растений, изучаемые палеонтологией и закладывающие истоки эволюционного развития. Палеонтологический компонент присутствует в школьном курсе биологии в классах среднего звена, где цель изучения предмета заключается в формировании у обучающихся системы знаний о многообразии органического мира, о

закономерностях и процессах, протекающих в нем, формирование осознанного понимания того, что человек является его неотъемлемой частью, а одной из задач является формирование системы знаний о структурно-функциональных и генетических основах жизни, размножении и развитии организмов основных царств живой природы, экосистемах, биоразнообразии, эволюции для осознания ценности всего живого на Земле [20; 164]. Одним из разделов программы обновленного содержания по предмету «Биология» является «Эволюционное развитие, организм и окружающая среда» [20; 165], который изучается в 9-х классах в объеме 23 ч в таких темах, как: 1) «Развитие эволюционных идей. Доказательства эволюции» (4 ч); 2) «Механизмы эволюционного процесса» (7 ч); 3) «Возникновение жизни на Земле» (2 ч); 4) «Развитие жизни на Земле» (6 ч) [«Учебная программа для 6–9 классов...» 2013, С. 24, 25]. Нами также отмечается, что в 7-х классах школьники изучают древний мир флоры и фауны в рамках таких тем, как «Класс Земноводные» (в объеме 3 ч); «Класс Пресмыкающиеся» (в объеме 4 ч); «Класс Птицы» (в объеме 6 ч); «Класс Млекопитающие или Звери» (в объеме 9 ч) [21; 14, 15]. Тем не менее, согласно программе 8-го класса, обучающиеся весь учебный год изучают анатомию человека, а потому вполне естественно, что изученное в предыдущих классах постепенно забывается, и в 9-ом классе могут возникнуть сложности в процессе изучения темы «Эволюция» [21; 16–22].

Наряду со сказанным выше и в целях преемственности программного материала и плавного перехода от одной темы к другой, познавательный палеонтологический проект для обучающихся 8-го класса обеспечит поддержание интереса и мотивации последних к последующему изучению предметов естественнонаучного направления, а также обогатит знания о родном крае, особенно о регионе проживания и обучения. Одновременно с этим, элементы палеонтологии в рамках познавательного проекта, а также метод стимулирования на примерах великих, известных личностей, чья политическая либо духовная деятельность наиболее полно отражала потребности общества и оказала значительное влияние на его развитие, чья деятельность вышла за пределы государства и приобрела всемирную значимость и известность [19; 127, 128], могли бы повлиять на осознанное отношение восьмиклассников к выбору профессии из ряда специальностей естественнонаучного цикла, таких как биолог, зоолог, палеонтолог, археолог, геолог и другие, и тем самым помогла бы пополнить ряды тех ученых, которые по крупицам вносят свой вклад в развитие палеонтологической картины Казахстана, знакомя нас с увлекательным миром флоры и фауны древности и ее особенностями. Близкое знакомство с окружающей средой, изучение действия природных законов, причинно-следственных связей формируют у школьников интерес и стремление заниматься исследовательской работой. Приобретенные знания и навыки, безусловно, в дальнейшем смогут сыграть существенную роль в их профессиональном самоопределении [19; 155, 156].

В пользу предлагаемой интеграции элементов палеонтологии и внеклассной деятельности на английском языке говорит и языковая политика Республики Казахстан в плане сбалансированности казахского (государственного) и русского языков в содержании образования и использования таких подходов, как соизучение языка и культуры, «двойного вхождения знаний», необходимость которых диктуют глобальные изменения в современном мире [22; 325] и которые реализуются через предметно-языковое интегрированное обучение CLIL (*Content and Language Integrated Learning*) [23]; через создание научно-методических разработок и рекомендаций по использованию CLIL-технологий по учебным предметам естественно-математического цикла [24], а также в рамках Программы «Рухани жаңғыру», посредством перевода учебников лучших университетов мира на казахский язык [22; 324], а также через разработку трехязычных словарей и глоссариев в помощь учителям и обучающимся школ, а также преподавателям и студентам высших учебных заведений [22; 327].

Однако, как уже было сказано ранее, ценность трехязычных словарей возрастает если они обогащены лингвокультурологическим содержанием с целью приобщения индивида к лингвокультурам других этносов в рамках единого государства [22; 227]. Примером такого словаря может служить Словарь биологических терминов с лингвокультурологическим компонентом, разрабатываемый научными сотрудниками ЧУ «Академия «Bolashaq» в рамках грантового проекта КН МОН РК [25; 222], который, по задумке авторов, должен содержать три версии: печатную, дисковую и в виде сайта-поисковика биологических терминов на трех языках, дополненных богатой базой видео-, аудио- и фотоматериалов лингвокультурологического характера [26; 717]. В 2019 г. словарь пополнился 179 терминами палеонтологического характера, 12 из которых были дополнены лингвокультурологическим компонентом [27]. Данная работа продолжается и по сей день с привлечением как студентов Академии, так и обучающихся средних школ.

В ходе пополнения словарной базы палеонтологическими терминами с лингвокультурологическим компонентом участникам проекта пришла идея, связанная с улучшением когнитивных навыков обучающихся и палеонтологической информацией, содержащей лингвокультурный компонент, в процессе обучения английскому языку.

Анализ Типовой программы по английскому языку показывает наличие таких тем, как «Животный и растительный мир (нашей страны и страны изучаемого языка)», «Рельеф, экономическое и географическое положение США» (18 ч) и «Моя Родина — Казахстан», «Географическое положение Казахстана», «Экологические проблемы (в нашей стране и в странах изучаемого языка)» (9 ч) [21; 13]. Грамматический материал включает в себя прилагательные, а также их степени сравнения, что свидетельствует о необходимости изучения особенностей родной страны и стран изучаемого языка в сравнении [21; 13].

Учитывая, что обучающиеся 8-х классов не будут проходить по биологии темы, связанные с животным и растительным миром, интересный палеонтологический проект не только позволил бы пополнить словарную базу трехязычного словаря биологических терминов, но и способствовал бы безболезненной и увлекательной подготовке к программе по биологии 9-го класса. Одновременно с этим, мы понимаем, что количество часов, выделенное на изучение растительного и животного мира Казахстана и стран-носителей английского языка, ограничено, поэтому считаем, что осуществлять задуманное можно будет только в рамках внеклассных мероприятий на английском языке, тем самым способствуя улучшению уровня владения английским языком у обучающихся.

Обработка информации, полученной в ходе углубленного интервью со специалистами палеонтологами — Британским ученым Gareth Dyke и ведущим научным сотрудником Департамента дистанционного зондирования Земли АО «НЦКИТ» Дмитрием Малаховым — подтвердила наше предположение о том, что элементы палеонтологии во внеклассной деятельности на английском языке могли бы положительно повлиять как на формирование активной гражданской позиции обучающихся, так и на расширение багажа знаний по таким предметам, как английский язык и курс школьной биологии. Так, например, британский ученый Gareth Dyke в числе самых привлекательных стран с точки зрения палеонаходок называет США, Канаду и Великобританию, которые как раз и являются странами, где проживают носители английского языка. Также он отметил, что, несомненно, информация о динозаврах и других древних существах, особенно применительно к местной локации, способна усилить интерес к изучаемым дисциплинам, что также подтверждают и другие ученые, ссылаясь на врожденный интерес детей к динозаврам [7].

Суммируя все перечисленное выше, можем заключить, что такая внеклассная деятельность в рамках трехязычия, как классные часы, посещение музеев, реализация проекта, связанная с пополнением словарной базы уже существующего словаря или создание нового, наравне с разработкой любого контента, содержащего палео- и лингвокультурный компоненты, не только обогатит словарный запас обучающихся, но и внесет существенный вклад в их гражданско-патриотическое воспитание.

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## **Ағылшын тілінде орта буын оқушыларының сабақтан тыс іс-шараларында палеонтологиялық компонентті қолданудың ықтимал мүмкіндіктері**

Мақала ағылшын тіліндегі сыныптан тыс жұмыстарда палеонтология элементтерін қолдануға арналған. Осы интеграцияға мемлекеттің тіл саясаты және «Туған жер» мен «Қазақстанның қасиетті географиясы» деген бағдарламалар өзінің пайдасын тигізіп отыр. Авторлардың пікірінше, лингвомәдени аспектке бай материалдарға ие бола отырып жеке тұлғаны біртұтас мемлекет шеңберіндегі басқа этностардың лингвомәдениеттерімен таныстыруға ықпал етеді, сонымен қатар тілдерді зерделеуге үлкен мотивация тудырады. Қазақстан аумағында қазір жойылып кеткен жануарлар — мамонттар, динозаврлар және археологиялық олжалармен танымал зоологиялық түрлердің

басқа да өкілдері мекендегені дәлелденді. Осы бай материалдарды мектеп оқушыларының жобалық іс-әрекетінде дұрыс қолдану белсенді азаматтық позицияны, сонымен қатар лингвистикалық, аймақтық және тілдік құзіреттіліктерді дамыту әлеуетіне ие. Ағылшын тіліндегі сыныптан тыс іс-әрекеттегі палеонтология элементтері ағылшын тілі және мектеп биологиясы курсы сияқты пәндер бойынша білім жүктемесінің кенеюіне оң әсер етуі мүмкін деген болжамды растай отырып, авторлар Ұлыбританиядан келген палеонтолог — маман Gareth Dyke және «ҰҒЗТО» АҚ Жерді қашықтықтан зондтау департаментінің жетекші ғылыми қызметкері Дмитрий Малаховтың тәжірибесіне сілтеме жасайды. Палеонтологияның сыныптан тыс жұмыстарға интеграциясы және жобалық іс-әрекетте ағылшын тілін үйрену өз елінің мәдениеті мен тарихына, сондай-ақ, кіші отанға тереңірек енуді қамтамасыз етуі мүмкін деген қорытынды шығаруға болады.

*Кілт сөздер:* палеонтология элементтері, ағылшын тіліндегі сыныптан тыс жұмыстар, динозаврлар, палеоолжалар, белсенді азаматтық ұстаным.

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### Potential for use of the paleontological component in the extracurricular activities of secondary school students in English

The article is devoted to the application of elements of paleontology in extracurricular activities in English. The language policy of the state, as well as the programs «Tugan Zher» and «Sacred Geography of Kazakhstan» speak in favor of such integration. The authors argue that materials rich in the linguoculturological aspect contribute to the introduction of people to the linguocultures of other ethnic groups within a single state, and also evoke great motivation to learn languages. It has been proven that now-extinct animals, such as mammoths, dinosaurs, and other representatives of zoological species known from archaeological finds, lived on the territory of Kazakhstan. The correct application of these rich materials in the project activities of schoolchildren has the potential to develop an active civic position, as well as linguistic and cultural competencies. The authors refer to the experience of Gareth Dyke, a specialist in paleontology from the UK, and Dmitry Malakhov, a leading researcher at the Department of Remote Sensing of the Earth, JSC «NCKIT», to confirm that elements of paleontology in extracurricular activities in English could also positively affect the expansion of knowledge on such subjects as English and Biology. Thus, the integration of paleontology in extracurricular activities and the study of English in project activities can potentially provide deeper immersion in the culture and history of their country, their motherland.

*Keywords:* paleontology, extracurricular activities in English, project activities, active civic position, Tugan Zher.

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## Development of foreign language professional skills of chemistry specialty students

The article focuses on the problem of the development of foreign language professional knowledge and skills of chemistry specialty students, which is acquiring special attention in the framework of growing role of foreign language communication in the professional work of modern specialists at the international labor market. The analysis of scientific literary sources on the problem under research has been carried out; in the framework of which specific features of foreign language teaching and learning process and also peculiarities of future work of chemistry specialty students have been revealed. Essential ways of the development and improvement of the foreign language communicative skills of future specialists in the chemical field, including methods and techniques used at professional foreign language classes with some practical examples have been considered. For improvement of independent work abilities and foreign-language professional communicative skills of students the authors suggest active methods and technologies aimed at problem setting and solving such as debates, discussions, business games, projects and case-study. In authors' opinion one of the effective methods of teaching and learning a professional foreign language is CLIL technology, its advantages and some difficulties in application have been also analyzed in the given research paper.

**Keywords:** foreign language professional skills, educational standards, modernization, internationalization, integrated learning, knowledge, innovative technologies.

Currently the higher education in Kazakhstan is undergoing significant changes associated with the adoption of new state educational standards, social transformations, scientific and technological modernization. The dynamic development of technology and computerization, the expansion of communication in the field of economics and production, modernization of education system and science are followed by significant changes in social needs of proficiency and competency of modern workers.

In March 2010 Kazakhstan officially joined the Bologna Declaration, which caused tremendous changes in the education system [1]. The state actively began to allocate funds for student's academic mobility, which created opportunities for the expansion of scientific and professional contacts, opening up opportunities for the study and work abroad.

Internationalization of education and science, globalization processes in economics and business testify that foreign language education is becoming one of the essential requirements of the university graduates. In addition, the rapid increase in the volume and pace of information exchange, the growth of economic and international cooperation, and the development of information and communication technologies actualizes the need of foreign language knowledge and proficiency. The widespread use of new information technologies and the Internet in professional activity puts forward new requirements for knowledge and competency level of foreign language specialists.

The level of foreign language proficiency of university graduates should create good conditions for their future professional development and acquaintance with the latest innovative technologies, discoveries and trends in science and technology, and also for establishing professional contacts and communication with foreign partners and colleagues. In other words, learning foreign languages at university should have a clearly expressed professional-oriented character; i.e. training students for professional communication in foreign language and their becoming competitive specialists capable to work at international labor market.

According to the fundamental documents of European Federation of National Engineering Associations (FEANI) the requirements for the competencies of engineers include not only the availability of relevant training, professional knowledge and academic skills (analytical, research, design, assessment skills etc.), personal skills (communication, compliance with a code of ethics), but also high level of foreign language knowledge and skills for communication and work with colleagues [2].

During studying at the Faculty of Natural Sciences, we acknowledged that the number of students, who are aware of the importance of foreign language knowledge and skills, is increasing every year. Students



who speak foreign languages fluently have the opportunity for studying abroad through the academic mobility program; they also have good opportunity for participating at international conferences, sharing knowledge with foreign students online, reading and analyzing special professional literature; and most importantly, finding a job at international company in future.

The development of foreign language professional skills of university students is an integral part of education. The university graduates must have a high level of foreign language knowledge in the field of professional work; not only read and translate texts in their specialty, but also develop oral and written communicative skills (resumes, business letters, and other business correspondence) in English at professional level; therefore professional orientation of training requires the integration of a foreign language with relevant disciplines; educational materials should be focused on the latest achievements in a particular field of activity, reflect scientific discoveries and innovations, relating to the professional interests of students and give them opportunity for professional growth.

According to some researchers, an essential factor in the development and improvement of the foreign language communicative skills of specialists in their professional field is the increase of motivation, interest and awareness of the usefulness of the formed skills [3].

Considering foreign language knowledge as a means of development of the professional orientation of future specialists, Russian scientist E.V. Roshchina notes that in the framework of training professional-oriented language, a two-way connection is established: between the student's desire to acquire special knowledge and the success of mastery the language [4, p. 3–6].

She considers a foreign language as an effective means of professional and social orientation at nonlinguistic universities. According to the author, for its realization the following conditions must be followed:

- clear setting of the goals of foreign language speech activity;
- social and professional orientation of this activity;
- student satisfaction in solving particular problems;
- development of students' creative skills in solving particular problems;
- favorable psychological climate in group work.

In E.A. Shaturnaya's opinion, the development and formation of foreign language professional competency within professional-oriented communication, teaching will be more effective if the following conditions are followed:

- teaching and learning is based on a personal-activity approach;
- selection of the content of professional-oriented foreign language communication training is carried out on a case-thematic basis;
- authentic materials, selected within linguistic, methodological, cultural parameters and principles of teaching professional-oriented foreign language communication are used as training tools;
- training is carried out on the basis of a specially developed methodology, implying the use of activities and techniques aimed at development of foreign language professional competence of technical specialty students while teaching professional oriented foreign language communication [5, p. 151–154].

Since in the given paper we are dealing with the development of foreign language professional knowledge and skills of students of the specialty «Chemistry», we will consider the specific features of the future professional activity of graduates of the given specialty. After graduation bachelor graduates can work as chemistry teachers at schools, colleges and higher educational institutions; as laboratory assistants, as engineers at university laboratories and at research institutes of chemical, environmental and other profiles.

Learning a professional-oriented foreign language by students of the specialty «Chemistry» is carried out through the study of the discipline «Professional-oriented foreign language», which is a continuation of the course «Foreign Language (English)», «Basic English Language Course (Level A2-B1)», the result of which is the development of students basic skills in four types of speech activity: speaking, listening, reading and writing. At the same time, students improve their foreign language knowledge and skills in the given sphere within the framework of basic and major disciplines, taking into account the specifics of the specialty «Chemistry».

In the given context, one of the innovative pedagogical technologies that meet the requirements of integrated learning a foreign language and specialized disciplines is CLIL technology (Content and Language Integrated Learning). In the framework of CLIL technology, professional foreign language training is conducted through the content of a future profession. This method is an effective means of teaching students'

professional foreign language communication. With the introduction of trilingual education, CLIL technology is actively used in the educational process of schools and higher educational institutions in Kazakhstan.

What is the essence of CLIL technology?

The term itself was coined by David Marsh (University of Jyväskylä, Finland) in early 1994, he wrote that «CLIL refers to situations in which academic subjects or part of academic subjects are studied in a foreign language and have the dual purpose of studying the subject while studying foreign language» [6]. The use of this technology in multilingual groups is the most appropriate. First of all, we need to consider the model of the lesson itself, using this technology and also its components [7]. Each lesson consists of four «C», so it includes the following:

- Content — the development of knowledge, skills in a specific subject area;
- Communication — the use of a foreign language during training;
- Cognition — the development of cognitive abilities of students;
- Culture — the presentation of oneself as part of the culture, as well as the awareness of the existence of alternative cultures.

One of the developers of CLIL technology, British professor of pedagogy Do Coyle connects the application of this technology with the internationalization of education and the introduction of English into the educational process of higher education [8, p. 103–119].

Despite the abundance of scientific views on approaches to CLIL technology, researchers adhere to the ideas of the Finnish scientist David Marsh that a foreign language acts as a tool for studying the content of a non-linguistic subject of specialized discipline.

The content of practical classes in professional-oriented English within the framework of CLIL technology involves the improvement of students' foreign language knowledge and skills in all types of speech activity: listening, speaking, reading and writing. At the same time, special emphasis is placed on immersion in working with professional text. This form of work is necessary for the development of skills to understand and analyze texts of general content, general scientific, popular science specialized texts in their future profession.

CLIL settings can provide more opportunities for practical activities, which tend to produce more involved interaction as student center approach to teaching process as well as more content based learning and collaborative forms of work [9]. Working in small groups can increase both the quantity and quality of the lesson. In the framework of problem-solving activities without teacher's control, students are aware of the tasks and problems to be solved; so consequently learners do their best to achieve their goals and objectives [10, p. 392–400].

It should be noted that reading texts on specialty at foreign language classes allows students to understand and comprehend specific terms, certain language structures, which contribute to the expansion of student vocabulary with subject terminology and prepares them for further study and application of the knowledge and skills in the field of future professional work.

It is also necessary to read authentic professional oriented texts in the framework of future specialty. Scientific texts differ from other types of texts in both language and structure. They lack a plot and emotional coloring, but there are a large number of special terminologies. During reading authentic professional-oriented texts students increase their ability to identify the necessary information from the proposed material in order to use it further.

To select texts and develop reading skills of chemical specialty students teachers rely on the principles of a cognitive-communicative methodology in a foreign language teaching. Widely used methodology in the United States and Canada is called CALLA (Cognitive Academic Language Learning Approach) [11, p. 150–155]. This method helps students comprehend and develop foreign language skills and knowledge. The main aim of CALLA is to give opportunity for students to learn foreign language independently and become self-educated learners.

According to the standard curriculum, students of the specialty «Chemistry» study such sections of chemistry as organic, inorganic, quantum, analytical, and physicochemical. In the framework of which students study the following topics: «The Basics of Chemical Bonding», «The Quantum Mechanical Atom», «The Quantum Mechanical Atom», «Oxidation — Reduction Reactions, Introduction to orbitals», «Molecular orbital description of bonding, hybridization, structure of methane», «Alkanes-conformational analysis, structural isomerism and nomenclature, alkyl groups», «Nuclear Magnetic Resonance (NMR) spectroscopy», «Uncertainty principle», «Operators, eigenfunctions, eigenvalues» etc.

At the present time ready gained knowledge is replaced by independent learning of students; which, in its turn, implies a change in the style of relations between the teacher and the student, student and the educational environment [12, p. 853–865]. The transition from pedagogical influence to pedagogical interaction is one of the conditions for the search and realization of effective methods in the framework of teaching foreign languages.

To improve independent work abilities and foreign-language professional communicative skills of students, it is advisable to use methods and activities aimed at problem solution such as debates, discussions, business games, projects, case-studies, which focus on the development of their analytical, evaluative, reflective skills in a foreign language. On the one hand within these methods CLIL technology is actively used: specific terminology in English is learnt, and further used in different communicative situations; on the other hand methods listed above develop students' independent learning skills during setting and solving problems within the learning process. Students develop their foreign language knowledge and skills through different types of reading texts on specialty. They are: detailed, skimming, scanning reading etc., they promote improvement of their oral and written communicative skills within the subject «English for specific purposes».

Debates can be used for the systematization and consolidation of educational material for improvement of foreign language knowledge and communicative skills using specific terminology. It is more advisable to use the debate at the final stage of studying any material or topic. For instance, «The invention and widespread use of plastics» can be discussed by students on debate. In the framework of preparation for debates students make research to the given topic and analyze various types of literature. The next important stage of debate is setting and solution of problems by students themselves.

At professionally oriented foreign language practical classes discussion with elements of game modeling, a round-table discussion can be also conducted, where a small group of participants discusses a problem and the rest of the team members participate in an exchange of views. For a productive discussion, it is necessary to precede it with speech exercises that contain special terminology and contribute to the practicing of lexical units occurring during the discussion. The discussion allows the teacher and students to come to a joint solution of the issue. Chemical analysis of various kinds of fuel, used at the present time, might become an interesting subject for discussion. To conduct a discussion on the given topic students need to select a moderator who will follow the discussion. Students participating in the discussion share their opinions and impressions with their groupmates. After the speech of all participants, the moderator summarizes the discussed problem. During the discussion and exchange of views, students learn about different types of fuel (solid, liquid and gas), moreover they discuss the most appropriate types of chemical analyses. The invaluable benefit of the educational discussion is that the work is held in an interactive way; all students of the group are involved in the discussion, which allows the teacher to evaluate the opinions of all participants. The teacher, as the coordinator of the discussion, can also participate in the discussion of the given problem. During the discussion, students activate lexical and grammatical thematic material, develop and improve mental, analytical, communicative skills in a foreign language; justifying and defending their point of view students develop speaking skills in public. Another method of improving independent work abilities and foreign-language professional communicative skills of students is developing projects on a range of actual topics starting with food or environmental chemistry ending with biochemistry or nanochemistry. Project works increase students' motivation, interest and desire to learn and enhance foreign language skills, and more importantly, during the implementation of the project in a foreign language students learn to independently acquire knowledge, gain experience in cognitive and educational activities, improve their phonetic and grammatical skills, and also replenish their vocabulary. The project technology is characterized by high level of students' communicative activity and interaction, it involves the defense, justification of student's thoughts, feelings and relationships [13, p. 20].

One of the most effective techniques in teaching and learning foreign languages is the use of business games. Business games as a method of active learning have a number of advantages, which imply their practical orientation: as a rule the structure and content of the game follows the interests and needs of students. This form of organization of educational activity is characterized by a combination of practical and theoretical aspects in training, setting the problem and the possibility of solving them in practice.

In accordance with the purposes of use business games can be: educational, production and research. In the context of our work, we will consider educational and research games. Educational business games have more practical orientation. Participants of educational business game should understand the importance of the given problems and be aware that they will set and solve problems during carrying out professional activities [14]. According to the Model Curriculum, a business game can be held on the topic «Allotropes of car-

bon». Preparation for the game begins with the development of a business game plan: setting goals, problems and tasks of the lesson; identifying the characters of the game. The procedure of the game is structured in the following way: group presentation, mutual exchange of views on the issue and conclusion.

Another effective method in the framework of teaching professional English to chemistry specialty students at university is using virtual labs during practical lessons. Experimental videos can transfer students to a virtual world of molecules, molar masses, and complex equations. Virtual labs are one of the most effective ways for chemistry teachers to engage their students in active learning [15, p. 56–59]. Virtual labs are an excellent way for students to realize their own potential, involving them in the image of their future work. Students become actively engaged, when they start applying their theoretical knowledge in the real working process. Transforming from teacher-centered to student-centered learning can enable students to actively learn and fully engage in their own activity without the teacher's help and support. Laboratory instruction is and should be a central component of every chemistry class. There are many online programs where students can develop models and 3D models of compounds, provide online experiments and solve chemical equations. All these programs function in English, so the need to learn and know English for students in the chemical field increases. There are some examples of such websites: [acs.org](http://acs.org), [masteringchemistry.com](http://masteringchemistry.com), [nstrument.com.cn](http://nstrument.com.cn), [chemspider.com](http://chemspider.com), [chemieonline.de](http://chemieonline.de) etc.

After studying and analyzing the literature on the issue and taking into consideration our own experience in learning a professional-oriented foreign language, we highlight the following advantages of using CLIL technology:

- increase of the motivation of students;
- development of the analytical and critical thinking skills of students;
- engaging students in the language environment;
- obtaining more extensive knowledge for future professional communication;
- development of foreign language competence of students;
- improvement of the cognitive abilities of students;
- integration of the subject area and language, as a result of which the foreign language vocabulary in the specialty is replenished.

Along with this, there are certain difficulties in using this technology: the deficiency of English textbooks, the insufficient number of hours for the discipline study, the different levels of foreign language knowledge of students.

Summing up the problem of improving the foreign language professional skills of students, we conclude that the preparation of qualified competitive specialists for work at the international labor market requires not only proficiency and competency in the field of a particular specialty. A determining factor for the successful professional career of the university graduates at the international labor market is the high level of their foreign language professional skills. The CLIL technology, used at foreign language classes in a proper way is an effective tool for the development of learners' foreign language professional communicative skills. Methodically coordinated teaching of a subject discipline and a foreign language is widely used in the international educational community due to its versatility and easy adaptation.

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### **«Химия» мамандығының студенттеріне шетел тілінің кәсіби біліктілігін дамыту**

Мақалада қазіргі таңда халықаралық еңбек нарығындағы мамандарға кәсіби шетел тілінің біліктілігіне қойылып отырған талаптардың артуына байланысты химия мамандығы студенттерінің шетел тілінің кәсіби білімі мен іскерлігін дамыту мәселесіне баса назар аударылған. Зерттеу тақырыбы бойынша ғылыми әдеби дереккөздерге талдау жүргізілген; оның аясында шетел тілін оқу және оқыту үрдісінің өзіндік ерекшеліктері, сонымен қатар «Химия» мамандығы студенттерінің болашақ жұмысының ерекшеліктері анықталған. «Химия» саласы бойынша болашақ мамандардың шетел тілінде коммуникативтік біліктілігін дамыту мен жетілдірудің негізгі жолдары, соның ішінде кейбір практикалық мысалдармен шетел тілі бойынша кәсіби сабақтарда қолданылатын әдістер мен тәсілдер қарастырылған. Студенттердің өзіндік жұмыс істеу дағдыларын және шетел тілінде кәсіби коммуникативтік құзыреттілігін жетілдіру үшін авторлар дебаттар, пікірталастар, іскерлік ойындар, жобалар мен кейс-стади сияқты мәселелерді қою мен шешуге бағытталған белсенді әдістер мен технологияларды ұсынған. Авторлардың пікірінше, кәсіби шетел тілін оқыту мен оқытудың тиімді әдістерінің бірі CLIL технологиясы болып табылады, бұл жұмыста оның артықшылықтары мен қолданудағы кейбір қиындықтар талданған.

*Кілт сөздер:* шет тілін меңгерудің кәсіби дағдылары, білім беру стандарттары, жаңғырту, интернационализация, интеграцияланған оқыту, білім, инновациялық технологиялар.

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### **Развитие иноязычных профессиональных умений студентов специальности «Химия»**

Статья посвящена проблеме развития иноязычных профессиональных знаний и умений студентов химической специальности, которая приобретает особое значение в рамках возрастающей роли иноязычного общения в профессиональной деятельности современных специалистов на международном рынке труда. Проведен анализ научных литературных источников по исследуемой проблеме, в рамках которого были выявлены специфические особенности процесса обучения профессиональному иностранному языку, а также специфика будущей работы студентов химической специальности. Рассмотрены основные пути развития и совершенствования иноязычных коммуникативных умений будущих специалистов химической отрасли, в том числе методы и приемы, используемые на занятиях по профессионально-ориентированному иностранному языку, с некоторыми практическими примерами. Для совершенствования навыков самостоятельной работы и иноязычной профессиональной коммуникативной компетенции студентов авторами предложены активные методы и технологии, направленные на постановку и решение проблем, таких как дебаты, дискуссии, деловые игры, проекты и кейс-стади. По мнению авторов, одним из эффективных методов обучения профессиональному иностранному языку является технология CLIL, в данной работе проанализированы ее преимущества и некоторые трудности в применении.

*Ключевые слова:* профессиональные навыки владения иностранным языком, образовательные стандарты, модернизация, интернационализация, интегрированное обучение, знания, инновационные технологии.

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## **The role of learning environment in teaching English in the context of inclusive education**

The article discusses the basic principles of inclusive education in a comprehensive school for students with special educational needs at the English lesson from the perspective of their application in the educational process. The concept of «inclusive education» and its significant difference from the «integrated education», pointing to the availability/non-availability of the learning environment adaptation to students with special educational needs, have been studied as well. The application of the learning environment theory when teaching English within the inclusive education and its main components have also been examined. The study reveals English teachers' basic needs for creating learning environment teaching techniques in the context of the inclusive education. It also defines the concept «learning environment» and its main components. The study results conducted to define the availability/non-availability of a barrier-free learning environment, in particular, in English classrooms for implementing the inclusive education principles, have been shown and analyzed. The ways to create learning environment at the English lessons, promoting a respectful assistance to disabled students when learning English, have been studied. The group training and other teaching methods, promoting the development of disabled students' communicative and other skills while interacting with classmates in English classes, are given.

*Keywords:* inclusive education in Kazakhstan, learning environment, integrated education, English Teaching Methodology, disabilities, mental retardation, special educational needs, teaching students with special educational needs, special methodology.

### *Introduction*

The main problem faced by the Educational Institution employees is difficulties in implementing the inclusive education principles, which are caused by a lack of a common understanding of inclusive education. In particular, the Republic of Kazakhstan State Educational Program defines the inclusive education as a process providing an equal access to education for all students, taking into account special educational needs and individual abilities [1].

If we understand the definition set forth in the Salamanca Statement verbatim and assume that the inclusive education involves taking into account special educational needs and individual abilities with the environment adaptation to such needs in a comprehensive school, then such a definition does not contradict the inclusive education principles. The Salamanca Statement also defines the need to take into account various unique characteristics, interests, abilities and training needs of each child when developing teaching materials to fully meet student's special educational needs [2].

However, in practice, the inclusive education is restricted only by an equal access to quality education without taking into account each student's special educational needs. The system in which all students are provided with an equal access to quality education, regardless of their special educational needs, is the integrated education [3, p. 28]. A significant difference between integrated and inclusive education is that the first does not take into account the special educational needs of each student, but expects from such students to meet certain requirements according to the education system and curriculum. Therefore, the inclusive education needs adapting educational programs and environment to special needs of students by using special correctional teaching methods, without any discriminatory situation for such pupils [4].

Successful inclusive education of students with special educational needs in a comprehensive school requires both creation of certain conditions for a full interaction of a teacher and a child on reaching educational goals and a special way of educational management [5, p. 31]. In addition to adapting educational programs and educational support of various specialists, including a specialist on mental defects and physical handicaps, an educational psychologist and others, these conditions include the educational environment adequate for a student and his learning.

The educational environment as an active, communicative and man-made environment that provides conditions for influencing personality's formation and development according to a given instruction is, on the one hand, considered as a process of communication and interaction with adults and peers [6, p. 98], and, on the other hand, these are the subjects being learning sources that surround a student [7, p. 50]. The student can achieve more than what is within his own abilities when applying to the educational environment opportunities and resources [8].

### *Experimental*

In order to study the educational environment for implementing training among students with special educational needs in a general academic school (inclusive education) and to determine the readiness of English classrooms for inclusive education, the following scientific methods were used: the research and analysis of scientific and teaching materials with a focus on special, general educational and inclusive education, creating an educational environment in the learning process and at English lessons; a survey of English teachers in general academic schools; lesson observation; qualitative and quantitative analysis.

### *Results and discussion*

A successful educational environment organization requires a system with such structural elements as a set of applied educational technologies, teaching materials and those involved in the educational process [9, p. 546]. Educational technologies include classroom facilities, information and communication technologies, modes of instruction and teaching methods.

The teaching material includes everything based on the knowledge gained by a student. It is not restricted only to teaching material ordered by the Ministry of Education [10], but includes all the knowledge and each subject's course content available to a student as well as the information that the student receives from the objects around us by increasing the knowledge gained and developing functional literacy.

The subjects of the educational process are all participants involved in the educational process, contributing to personality development: specialists providing counselling support to students with disabilities [11, p. 24]; a teacher; classmates and other school students; parents [12].

According to the State Program of Education Development in the Republic of Kazakhstan for the period of 2020–2025, no conditions were created for the inclusive education in a significant part of educational organizations until January 2020, which poses a threat to the safe and comfortable life of children. As for schools in the Republic of Kazakhstan, only 60 % of them created conditions for barrier-free access to students with special educational needs [13].

Therefore, in December 2019, within the framework of studies and determination of classroom readiness for training within the inclusive education, we conducted a survey of seventy English teachers in general education schools in order to define the level of knowledge concerning the inclusive education and the main material-and-technical and pedagogical problems, faced by teachers when training in an inclusive classroom. The survey was conducted both among teachers who work in the inclusive class, and among those who work in a general non-inclusive class, and in a special correctional class (three people). In total, seventy English teachers took part in the survey.

Only nine teachers attended advanced training courses on teaching within the inclusive education among fifty five interviewed who work in a non-inclusive class. Three teachers attended such advanced training courses among twelve interviewed who work in an inclusive class. None of three teachers interviewed working in a special correctional class attended such courses.

Teachers were asked to give an answer related to the readiness of the English classroom for teaching within the inclusive education (Fig. 1 and 2).

Ten of all surveyed noted that their classroom is ready for training in an inclusive education environment (Fig. 1). However, only three of them left unanswered the question of what's lacking in the classroom for training children with special educational needs. None of those who answered in both questions that the classroom is ready for teaching English work in inclusive or special correctional classes.

Three more teachers, who believed that their classroom was ready to teach inclusive children but were still lack of facilities for organizing inclusive education, noted that they work in an inclusive class. And two of them attended advanced training courses on inclusive education.

Forty six of all English teachers interviewed believe that their classroom is unready for teaching children within the inclusive education (Fig. 1). However, three of them in the next question found it difficult to say what facilities they were lack for organizing inclusive education. None of those who found it difficult to



give this answer works in an inclusive or special correctional class. The lack of experience in an inclusive class can be explained by the fact that teachers surveyed are not aware of what special educational needs of students are faced or may be faced by those who teach English in an inclusive environment.

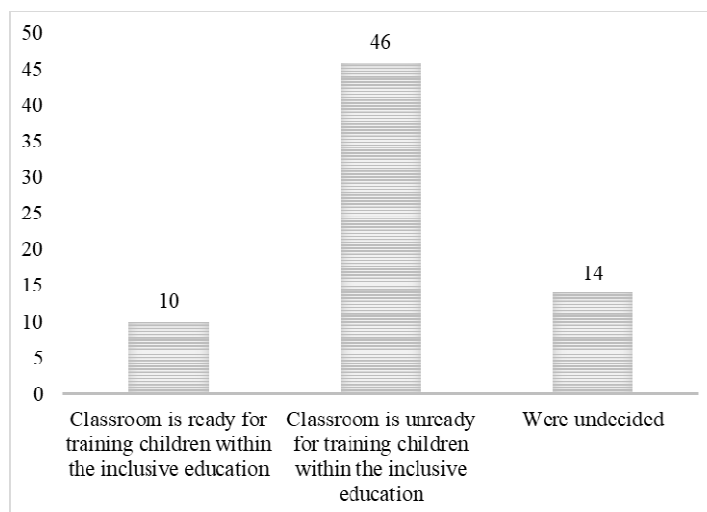


Figure 1. The survey results on readiness of the English classroom for training children within the inclusive education

And fourteen surveyed were undecided on classroom readiness for training children in an inclusive class (Fig. 1). However, thirteen of them said in the next question what facilities they were lack of for training in the conditions mentioned above.

Based on the results obtained, it can be concluded that only three out of seventy teachers surveyed are ready to teach English in an inclusive learning environment, which is a very low figure, i.e. four percent.

In the next question, teachers were asked to determine what kind of facilities they were lack of in the classroom for teaching in an inclusive environment. Four possible answers were proposed: special desks and chairs; supporting tables and posters; information and communication training tools (interactive whiteboard, raised floor, multimedia projector, computers with Internet access); were undecided. The survey results are shown in Figure 2.

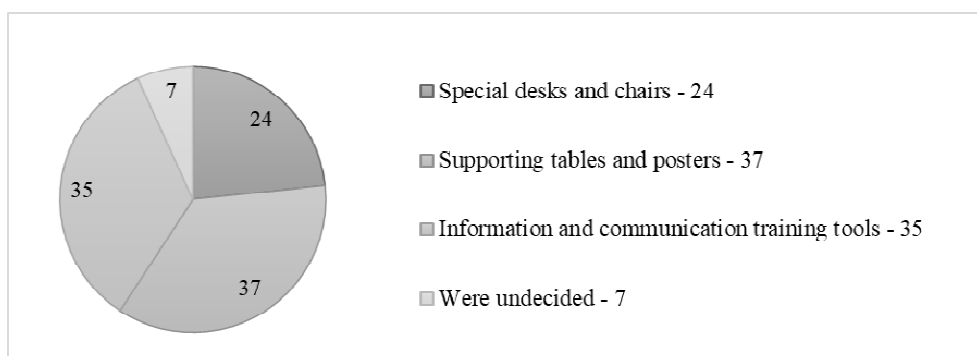


Figure 2. The survey results on what facilities are the interviewed lack of in the classroom

Special desks and chairs allow students with muscle-skeleton and autistic spectrum disorders to feel more comfortable in the learning process and to satisfy their special educational needs [14, p. 103].

Supporting tables and posters are needed to provide students with special educational needs for an easier perception and application of teaching material. The tables and posters mentioned above can be made both typographically and by the learners themselves. When making such kind of supporting material, the individual needs of students involved in its creation are taken into account. In addition, if supporting material is made in a group, the communicative skills of both students with special educational needs and ordinary students are developed, i.e. all students are involved in the work [12]. It provides an easier perception for stu-

dents to remember teaching material according to which the poster is created. Practice shows that there is no strict requirement for such a poster or table to be a part of classroom methodical training. The creation of such kind of instructional material is permissible in the students' notebooks.

Information and communication training tools are also a part of the educational environment technical component. For example, individual students may feel uncomfortable when learning in the classroom. However, information and communication teaching tools help observing the learning process without participating in it directly [15, p. 20]. The ICT can also be used as support tools for the disabled learners in perceiving a new material or completing assignments.

It should be noted that none of the English teachers interviewed chose their answer option, which provides difficulty in understanding the concept of inclusive education for them. However, in fact, the general education classroom facilities where lessons for students with special educational needs are held, are quite diverse and include resource materials for students with hearing disabilities, mental retardation, visually impaired, etc.; brain building games; special appliances, etc. [16, p. 10].

As noted earlier, the learning environment is not limited only to classroom facilities. The learning environment is everything that surrounds each student and includes individualism, teaching and learning goals and objectives, activities that help supporting the students, formative assessment strategies, cultural content affecting learning process and much more [17, p. 490].

For example, students with mental retardation are able to work actively only for 15–20 minutes, after which they become tired, can't focus on the material given and lose their interest towards the learning process. Such a student does not disturb conducting a lesson, but also does not learn himself [18, p. 22.]. If there is a student with mental retardation in the classroom, you may have, for example, cards with prominent letters that can be fingered around for practicing kineme, if such a student learns in the first grade. Or plasticine may be used to develop fine motor skills for primary school students.

For developing autism spectrum learners' fine motor skills, computer games based on gestures can be used. For example, the students are to put colored balls into a color matching box, or string fruit on proper skewers, the distance between which is reduced at a more complex level, which requires more precise fingers movement and contributes to fine motor skills development [19]. A computer can also be used to develop a dialogue as well as to do certain types of tasks. In this case, the use of computer has both advantages and disadvantages: on the one hand, it cannot take the place of areal-life communication, but on the other hand, computer evaluations and feedback have no expressiveness, i.e. are more impartial.

The learning environment is created by the interaction of students with other participants in the educational process as well. At the English lesson, these are classmates of a student with special educational needs and a teacher. However, not all disabled students are able to work in a group immediately. Some of them need to be supported by an educational psychologist for mastering teaching material gradually in a group [18, p. 56], since it is group work which is an important condition for the student socialization.

An essential component of group work is that more capable participants provide support or assistance to less capable students, which is pre-planned or occurs spontaneously. For example, when studying a new lexical topic in elementary school that allows the use of Pictionary, e.g. «Animals», «Plants», «Transport», etc., students can be given the task of creating this kind of Pictionary so that in the future they could use it as a hint in their further work.

Every learner can contribute to the overall work: draw a picture or write a word. However, before starting a group work, students should be given the group work rules: listening skills; eye to eye contact; simple and clear communication; ability to pose questions; team work management; building trust; group decision making; conflict management; encouragement; recognition of participant's contribution; understanding of the others' viewpoint and respect for individual differences [12, p. 62].

The learners' individual differences and abilities in this context mean each student is unique and has his own abilities. The division according to individual differences should not be discriminatory and train learners how to master subject successfully, taking into account their individual abilities: memorization skills, learning methods and leaning towards certain subjects.

For a more successful group work organization, you may offer students to develop the rules independently. According to studies conducted to determine the impact of educational space joint organization on learners' work and well-being, such work has a positive effect on the quality of further work. In addition, the educational environment participants and providers can be both the students by themselves and the teacher and other participants of the learning process: parents, educational psychologists, etc. [20].

Another form of social interaction in the educational process is mutual learning. For example, you can choose the material and hand out it among students. After that, each student will have to act as a tutor and a tutee. The tutor should explain a new material to the tutee by using standard and non-standard methods under the teacher's guidance and check at the next lesson. It should also be noted that students with special educational needs (usually with minor developmental disabilities), when acting as educators, can raise self-esteem and achieve better academic progress, especially if they work with younger students [12, p. 86].

It should be noted that all these types of work can only be conducted after an expert opinion providing counselling support and instruction to students with special educational needs, since such work organization at the English lessons requires special deep knowledge of defectology and psychology.

### Conclusion

In accordance with a learner-centered approach, the teacher's activity in the inclusive education process is a continuous development of his professional competence, aimed at achieving humanitarian goals, as a result of which teachers become able to solve professional tasks related to the inclusive education.

The learning environment formation is not a completely new theory. However, under the education reform and in creating conditions for students with special educational needs, this formation acquires new relevance.

Creating learning environment that would be both comfortable for each student and contribute to his development and learning, becomes a top priority along with the curricula adaptation for a teacher.

We should bear in mind that learning environment is primarily based on a trusting relationship between each student and a teacher. The educational environment development should be carried out by both the teacher and students, which will facilitate their further interaction and understanding of working principles within the inclusive education. It is also important to attract another participants outside the educational process: educational psychologists, special education teachers, parents, etc. for creating the educational environment.

Therefore, it is necessary to take into account special needs of each student in order to create the most comfortable learning environment for him. Since, the majority of students with special educational needs require special knowledge in the field of psychology, defectology and special education, it is necessary to make a professional team within the inclusive education that will assist the teacher and students in adapting learning environment to students' special needs in a comprehensive school.

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### **Инклюзивті білім берудегі ағылшын тілін оқытудағы білім беру ортасының рөлі**

Мақалада жалпы беру мектептерінде ерекше білім беру қажеттілігі бар білім алушыларға ағылшын тілі сабағында инклюзивті білім берудің негізгі қағидалары және оларды білім беру процесінде қолдану қарастырылған. «Инклюзивті білім» ұғымы және оның білім беру ортасының, оқушыларының ерекше білім беру қажеттіліктерінің болуының/болмауының негізінде жасалған «интеграцияланған білім» тұжырымдамасынан маңызды айырмашылығы зерттелген. Жалпы білім беретін мектепте инклюзивті білім беру жағдайында ағылшын тілін оқыту процесінде білім беру ортасы теориясының және оның компоненттерінің қолданылуы қарастырылған. Инклюзивті білім беруде ағылшын тілі мұғалімдерінің оқыту үшін негізгі қажеттіліктері білім беру ортасының техникалық жабдықталуын жасауға бағытталған. «Білім беру ортасы» ұғымына анықтама беріліп, оның негізгі компоненттері бөлектелген. Жалпы білім беретін мектептерде кедергісіз білім беру ортасының болу немесе болмау нәтижелері зерттелген және талданған, атап айтқанда, инклюзивті білім беру қағидастарын іске асыру үшін ағылшын тілі кабинеттері көрсетілген. Инклюзивті оқыту жағдайында ағылшын тілі сабақтарында ағылшын тілін оқыту процесінде ерекше білім беру қажеттіліктері бар оқушыларға кемсітудің көмегі көрсетуге ықпал ететін білім беру ортасын құру жолдары зерттелген. Сыныптастарымен ағылшын тілі сабақтарында ерекше білім беру қажеттіліктері бар оқушылардың коммуникативті дамуын және басқа да дағдыларын қалыптастыруға ықпал ететін топтық оқытудың және оқытудың басқа әдістерінің түрлері келтірілген.

*Кілт сөздер:* Қазақстандағы инклюзивті білім, оқыту ортасы, кіріктірілген оқыту, ағылшын тілін оқыту әдістері, денсаулығы шектеулі, ақыл-ойының дамуының тоқтауы, арнайы білім қажеттіліктері, ерекше білім қажеттіліктері бар балаларды оқыту, кіріктірілген оқыту, арнайы әдістер.

Л.В. Моисеева, Д.Н. Асанова, Д.Х. Шалбаева

### **Роль образовательной среды в обучении английскому языку в условиях инклюзивного образования**

В статье рассмотрены основные принципы инклюзивного образования с позиции их применения в образовательном процессе обучающихся с особыми образовательными потребностями, занимающихся в общеобразовательной школе, на уроках английского языка. Исследовано понятие «инклюзивное образование» и его существенное отличие от понятия «интегрированное образование», заключенное в наличии/отсутствии адаптации образовательной среды под особые образовательные потребности обучающихся. Рассмотрено применение теории образовательной среды в процессе обучения английскому языку в условиях инклюзивного образования в общеобразовательной школе и её основные компонен-

ты. Определены основные потребности учителей английского языка для создания технического оснащения образовательной среды для обучения в условиях инклюзивного образования. Дано определение понятия «образовательная среда», выделены её основные компоненты. Продемонстрированы и проанализированы результаты исследования, проведенного в рамках определения наличия или отсутствия безбарьерной образовательной среды в общеобразовательных школах, в частности, в кабинетах английского языка для реализации принципов инклюзивного образования. Исследованы способы создания образовательной среды на уроках английского языка, способствующие недискриминирующей помощи обучающимся с особыми образовательными потребностями в процессе изучения английского языка в условиях инклюзивного образования. Приведены формы группового обучения и другие приёмы обучения, способствующие развитию коммуникативных и формированию иных навыков обучающихся с особыми образовательными потребностями в процессе взаимодействия с одноклассниками на уроках английского языка.

**Ключевые слова:** инклюзивное образование в Казахстане, образовательная среда, интегрированное обучение, методика преподавания английского языка, ограниченные возможности здоровья, задержка психического развития, особые образовательные потребности, обучение детей с особыми образовательными потребностями, интегрированное обучение, специальные методы.

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