



th

# INTERNATIONAL CONFERENCE ON FOREIGN LANGUAGE TEACHING AND APPLIED LINGUISTICS

2-3 MAY 2019 TASHKENT

## BOOK OF ABSTRACTS



THE BRANCH OF THE RUSSIAN STATE UNIVERSITY OF OIL  
AND GAS (NRU) NAMED AFTER I.M. GUBKIN IN TASHKENT



KOREA UNIVERSITY OF  
INTERNATIONAL STUDIES



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## Foreword

Welcome to 9th International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL). The theme of the 2019 conference, “Creative Multilingual Identities: The Influence of Multilingual Identity on Foreign Language Learning” is designed to attract the research communities to promote connections between theory and practice and explore different perspectives on the application of research findings into practice.

In the past five years, the FLTAL conference has had a steady rise to international recognition. It has been host to thousands of language experts and enthusiasts, and has brought together some of the greatest names in the academic world. This year is no different. As you will see from the abstracts and programme, the 9th FLTAL conference has spanned the globe so this year’s conference has brought together participants from over 35 countries of the world. In the following pages you can find insights and research that spans from one end of the world to the other.

The aim of this conference has from the outset been to provide a multilingual, international platform for exploration and exchange of research findings, perspectives, and experience in language teaching and language development in multilingual environments. We received a large number of submissions and we believe that the blind review process which was very competitive has enabled us to put together a varied and exciting programme which will give you much food for thought and discussion. We thank you all for your contributions.

For those of you visiting Tashkent for the first time, we hope you will enjoy your visit and take some time after the conference to get to know the city a little bit better. For those of you who are returning or resident here, thank you for coming and helping to make this conference a success.

The conference is being held under the auspices of the Korean University of International Studies, Branch of the Russian State University of Oil and Gas (National Research University) named after Ivan Mikhaylovich Gubkin in Tashkent and «ERIELL Prof Education» in Tashkent and other partners and we thank them for their support. Looking forward to meet you next year 2020 to celebrate 10th anniversary of the FLTAL!

Prof.Dr. Azamat Akbarov  
FLTAL 2019 Chairperson

## Agency and Answerability: Inside the Lifeworlds of Language Teachers

Cynthia White  
Massey University, New Zealand

Language teachers during their everyday work and across the course of their careers are called upon to work within contexts of ongoing change, whether in developing new curricula, engaging with new technologies, or responding to new policy settings, for example. In this talk, drawing on Habermas’ notion of lifeworlds – that is the perspective that people have of the world that emerges from their everyday lived experiences – I examine how agency and answerability characterise the ways language teachers talk about their work. To do this I draw on recent work on teacher agency (White 2016, 2018) and examine the decisions teachers make at particular points of transition, how they choose to act and why, and how they seek to shape their professional environments. Participants in this research are 19 English for Academic Purposes teachers who work in tertiary settings (England, Scotland, Thailand, VietNam and New Zealand). Data for this study was gathered through narrative accounts given in three settings: initially in individual written narratives, followed by individual interviews, and then in teacher focus group discussions. This study extends our understanding of the ways in which language teachers engage with change, and as such has wider implications for understanding EAP practitioners’ professional lives and career trajectories. It also highlights the significance of language teacher agency as a tool for EAP practitioner development in contexts of ongoing change.

### Exploring multilingual learner and teacher identities through narrative inquiry

Gary Barkhuizen  
University of Auckland, New Zealand

Identities are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside in the social, material and technological world. Identities are being and doing, feeling and imagining, and they are also storying (Barkhuizen, 2017). As such, narrative approaches to investigating identity are appropriate. In this presentation, I explain and exemplify the concept of narrative knowledging in relation to research on language learner and teacher identity in multilingual contexts. Narrative knowledging refers to the meaning making that takes place during the process

of telling, co-constructing, and re-telling research-related stories. It is therefore both cognitive, since it involves reflection and learning, and social, since it involves an audience. In research, narrative knowledging takes place in various ways, at different stages, and among different people, including research participants and the researcher. Narrative data from several studies involving language learners and teachers in different parts of the world will be used in this presentation to illustrate narrative knowledging and to examine the nature and development of multilingual identities. In the process, I will demonstrate a selection of data collection and analysis methods used in narrative inquiry.

### **The Leadership Role of the Language Teacher: Creating Self-Efficacy in the Learner**

Seth Agbo  
Lakehead University, Canada

Relatively, little attention is given in the more strictly pedagogical literature to the significance of creating conditions for learning instead of teaching, and the significance of caring, active listening and flexibility as within leadership constructs. Neither the vast body of work in teaching languages, have yielded much in the way of thoroughgoing analyses of interception between leadership and language learning. Such gaps are particularly remarkable seeing that the pervasiveness of information in contemporary times provides us with a ready-made conceptual tool for the exploration of how to create the conditions for learning instead of relying on teaching. After all, schools are not for teaching; they are for learning. This paper looks closely at the leadership role of the language teacher in creating the conditions for learning. The paper examines how the leadership concepts of caring, active listening, humour, and flexibility can be grafted onto language teaching to create an effective learning climate for the learner in a way that pools all talents and resources together and allocates these talents and resources efficiently for the learning of a foreign language. The paper delineates how shared fundamental values of caring and active listening can be utilized in creating self-efficacy in language learners. Specifically, this paper looks more closely at: 1) the language teacher as a leader instead of a manager; 2) the role of leading in language teaching, and 3) how to create self-efficacy in the language learner. The paper concludes that the language teacher's relations can be mediated and defined in terms of the leadership constructs of caring, active listening, flexibility and humour that are structured as shared values, beliefs and symbols about learning in a collaborative model.

### **The effectiveness of portfolio as a teaching approach to promote self-regulated learning**

Abay Zhussupbekov  
Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan

Assessment of students' performance has changed due to the movement to the student-centered approach. This means that the students are active participants in their own learning under the supervision of tutors. Social constructivism is a learning theory where learners actively gain knowledge within the social environment. As Vygotsky put more emphasis on social interaction where knowledge is initially created in the social context, and then a learner or novice will develop it. There are several tools of assessing students' attainment, and a portfolio is a mean of alternative assessment that may show students' sophisticated learning, while official tests cannot provide teachers with information about learner's overall performance. Moreover, personal features of learner can be discovered by the learning portfolio. This article discusses social constructivism as a learning style which defines scaffolding as its profound application, and the portfolio which promotes self-regulated learning.

**Key words:** social constructivism, students' performance, scaffolding, portfolio, self-regulated learning

### **Main higher education institution of Uzbekistan's Oil and Gas sphere: today and tomorrow**

Abdulla Magrupov  
Branch of Russian State University of oil and gas (NRU) named after I.M.Gubkin in Tashkent, Uzbekistan

Quality of higher education of youth is not only the key factor of economic success of the country, but also a guarantee of peace and stability. Today, Branch of Russian State University of oil and gas (NRU) named after I.M.Gubkin in Tashkent, Uzbekistan is a main supplier of highly qualified graduates, who are in demand by the leading local and international, reputed employer, attracting specialists from scientific-educational organizations and industry, and a think-tank in the field of advanced research for the oil and gas industry. This is how we can today describe the higher educational institution with more than 900 students and more than 1000 graduates in the national oil and energy sector, who can use their contemporary engineering knowledge and advanced technologies in practice.

Education of new generation of competent and competitive specialists for the country's oil and gas sphere taking into account international standards; formation, development and transfer of innovative knowledge and technologies in the field of oil and gas by securing high quality of education process, R & D and technological innovations is the Branch's mission.

### **Could Translanguaging be a solution for bilingual learners to achieve a higher academic proficiency in the UAE multilingual context?**

Ahmad Aljanadbah  
Zayed University, UAE

The United Arab Emirates with its unique constellation of population faces challenges in its educational institutions. More than 80 % of population are expatriates reflecting the same percentage of educators in its universities. The language of instruction in the UAE is English while the student population is Arabic-speaking. At the crossroads to keep up with countries development and at the same time preserving and promoting the own culture and language, translanguaging as a pedagogical stance can become an effective tool to qualify students for the growing job market as well as to encourage them to continuously develop their native language, Arabic.

In this specific socio-cultural context, a pilot collaborative study between an Arabic and an English-speaking faculty has started. In our classes, we made a flexible and strategic use of both languages to increase students' meta-linguistic awareness and achieve a higher level of cognitive academic competence. Then, we asked students to write reflections about their trajectories. Semi-structured qualitative interviews brought new aspects into the light. The findings revealed that translanguaging effects are twofold; it can be employed as a scaffolding tool and learning facilitator but more importantly it also has the potential to positively influence students' level of motivation and self-efficacy.

**Key words:** Translanguaging, Education, Languages, Pedagogical

### **Teaching language at educational systems**

Ahmadjon Najmiddinov  
Kokand State Pedagogical Institute, Uzbekistan

This article teaches the ways of teaching the foreign languages as the second language at the educational systems in Uzbekistan. The article shows Language teachers at educational systems must have scientific approach to teach a language. S/he must have knowledge of Linguistics as well as psychology. And it also mentions that nowadays language teaching can be done with computer assistance and even language teaching can be done without a teacher. There are many softwares, apps available for teaching a Language. Everybody knows Language learning is broadly defined as developing the ability to communicate in the second / foreign language. The following opinions mentioned in the article: Language is usually defined as a shared set of verbal codes, such as English, Spanish, French, and others. But language can also be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other—to present tasks, engage in learning processes, present academic content, assess learning, display knowledge and skill, and build classroom life. In addition, much of what students learn is language. They learn to read and write (academic written language), and they learn the discourse of academic disciplines. Both definitions of language are important to understanding the relationship between language and education. Educational programs for young children often emphasize curriculum and instruction to facilitate language learning. With regard to spoken language, instructional programs may emphasize opportunities to comprehend a variety of genres from directions to narratives and opportunities to experiment with modes of expression. With regard to written language, classrooms for young children provide opportunities to learn alphabetic symbols, grapho-phonemic relationships, basic sight vocabulary, and comprehension strategies; and also feature the reading of stories designed for young children. Notice how the sample give a broad summary of the article including a clear summary of the authors' argument.

**Key words:** second language, scientific approach, knowledge and skill

## The use of hedges and boosters in negotiating research claims

Aigul Baibatyrova

L.N.Gumilyov Eurasian National University, Kazakhstan

Currently, academic writers are urged to conform to a writing style which allows them to conduct interpersonal communication balancing their claims for certainty and plausibility of their research to meet demands and expectations of discourse community (Hyland 2005). Many novice writers often lack this key skill in academic writing which is usually a precondition for enculturation into profession. This article focuses on the hedges and boosters as important stance markers which provide promotion of research in English RA introductions taken from highly peer-reviewed articles. Both quantitative and qualitative approaches have been used to identify the promotional effect of the stance markers in the three moves (Swales 1990, 2004). The findings indicate that the most frequent occurrences of the devices are illustrated in Move 1, which project the authors' strongest persuasive voice in establishing the territory for their research. Move 2 shows the least number of the stance markers presented to justify the significance of the authors' research. However, in total they slightly outnumber the metadiscourse devices in Move 3, with more boosters and less hedges compared to those in Move 2. Overall, hedges show considerably more frequency occurrences than boosters, which can prove that the authors prefer cautiously claiming and decreasing their commitment to the truth value of the propositions to expressing complete certainty and confidence. This paper has some pedagogical implications by showing the way the expert professional writers negotiate knowledge and cooperate with readers to achieve their acceptance and solidarity.

**Key words:** hedges, boosters, strategy, move

## Научно-методические основы организации самостоятельной работы студентов

Айман Камзина

КазНУ им.ал-Фараби, Казахстан

Во время индивидуальной работы изучение иностранного языка осуществляется самостоятельно студентом под руководством преподавателя. Некоторые исследователи рассматривают индивидуальную работу как специфическую форму самостоятельной работы [2,3,4].

Реализация цели изучения иностранного языка определяется его содержанием и технологией обучения.

Индивидуальная работа активизирует мыслительную деятельность учащихся и способствует повышению эффективности процесса изучения иностранного языка. Задачей преподавателя является подборка содержательного материала, обеспечение рациональной организации самообразования, формирование сознательного овладения методами изучения ИЯ. Индивидуальная работа носит индивидуализированный характер. Каждый учащийся использует источники информации в соответствии со своими собственными потребностями и возможностями, он работает согласно собственному графику, чтобы добиться наилучших результатов.

Индивидуальная работа предполагает использование индивидуальных форм в течение всего процесса изучения иностранного языка. Она может осуществляться в различных формах: индивидуально, в парах, в небольших группах.

Что необходимо для развития индивидуальной активности студента, когда он изучает иностранный язык?

-во-первых, студент должен знать, что он собирается делать, каков должен быть его конечный результат;

-во-вторых, он должен быть в курсе методики осуществления предстоящей работы;

-в-третьих, нужно уметь использовать такие средства изучения, как: запись звука, дидактический и воспитательный материал, чтобы работать в парах; справочные материалы (грамматические, фразеологические, лексикографические, энциклопедические словари).

Следует отметить время для индивидуальной работы. Как показывает наша практика преподавания ИЯ, наиболее рациональным для студентов является время: 20-25 минут каждый день и 2-2,5 часа еженедельно.

Индивидуальная работа студентов различается следующими уровнями: воспроизводящий, частично креативный, креативный.

Воспроизводящий уровень очень важен в изучении иностранного языка, так как он лежит в основе всех других уровней. Он ответственен за формирование языковой, лексической, грамматической баз обучающихся и произношения. Так, например, учащиеся на этом уровне должны произносить звуки, слова, фразы за диктором или воспроизвести отрывок из текста. В результате, учащиеся обучаются воспринимать новый материал самостоятельно. Однако преподавателю следует помнить, что злоупотреблять такими формами обучения нельзя, так как такая работа скучна и монотонна. Но и проявлять спешку не следует: в этом случае учащиеся не смогут усвоить материал в полном объеме.

**Ключевые слова:** индивидуальная работа, самообразование, портфолио, языковой паспорт

## The impact of using information and analytical technologies on foreign language education

Ainagul Zhunussova & Abraham Althonayan

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Information and analytical technologies are the most important and integral attributes in the formation of intercultural and communicative competence. In contemporary theories of foreign language education, the ultimate goal is determined by the achievement of the level of intercultural and communicative competence. This article investigates the impact of using information and analytical technology in foreign language education. The theoretical and methodological basis is S.S. Kunanbayeva's competence modeling of foreign language education. We examine scientific and methodical sources on the problem and interdisciplinary knowledge integration and make some critical analysis. As a result, in order to develop a model for the formation of the intercultural and communicative competence of students in specialized schools based on the integration of information and analytical technologies, it is necessary to identify their impact. Practical significance and recommendations consist in the possibility of applying the results obtained in specialized schools in the structuring of foreign language education at the profile stage of secondary school and in the implementation of the STEAM education process as a government order.

**Key words:** foreign language education, information and analytical technologies, competence-based approach, intercultural communicative competence

### Technical Translation for Mining Industry in Kazakhstan

Ainur Bayekeyeva

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The scientific and technological revolution (1960-1980s of the last century) and globalization (since 1990-s), the need to exchange information led to the emergence of a new subject field as a translation of scientific and technical literature or documents. Nowadays the world is facing with the 'fourth industrial revolution' and Kazakhstan is also a part of this world process and sets it as the major trend in developing the country's economy.

In market realia of Kazakhstan, technical translations are one of the most popular types of translation services. This statement is made after the result of providing translation services for national mining companies and national mining projects of Kazakhstan for several years. It is reasonably considered that only a translator with technical background with the knowledge of the subject field is able to translate a technical text well, i.e. a technical translator who understands the essence of the matter (the so-called 'engineering competent translation').

The technical documentation provided by national mining companies of Kazakhstan, professional technical translation for mining industry is translating the following technical texts for mining industry: FS, Pre-FS, TS, IM, Agreements and Contracts (EPC Contract, Turnkey Contract, Offtake Agreement, Purchase Agreement and others), Financial Statements and other documents that cover not only the technical area concerning mining and metallurgy.

Nowadays, technical translation not only for the mining industry is in demand for many areas of the social and economic life of Kazakhstan. In the context of the 'fourth industrial revolution', the mining industry in Kazakhstan plays an important role in providing sustainable development and ensuring the effective operation of subsoil use in the following fields: Exploration, development, production, processing, and marketing of solid minerals; Development and introduction of new high-tech and efficient technologies in the mining industry; Reproduction of mineral resources potential of Kazakhstan; Development of commercial and non-commercial reserves deposits.

**Key words:** translation, technical translation, terminology, mining industry

### Тестирование как метод контроля оценки знаний студентов

Айнура Аскарлова

Жалал-Абадский Государственный Университет, Кыргызстан

Качество усвоения учебного материала зависит от многих условий, среди которых важную роль играет контроль. Педагогический контроль направлен не только на определение степени соответствия приобретенных учащимися знаний и умений поставленной учебной цели, но и на управление познавательной деятельностью учащихся в целом.

Тестирование в образовании – современный подход к оценке знаний учащихся. Тестирование является значительным шагом на пути развития методики контроля за усвоением учащимися учебного материала. Введение тестирования позволяет осуществить плавный переход

от субъективных и во многом интуитивных оценок к объективным обоснованным методам оценки результатов обучения. Однако, как и любое другое педагогическое нововведение, этот шаг должен осуществляться на строго научной базе, опираясь на результаты педагогических экспериментов и научных исследований.

В статье рассматриваются вопросы тестирования предмета маркетинга в системе высшего образования.

### **Digital Resources of Teaching English at Kyrgyzstan Schools**

Ainuru Zholchieva  
International Ala-Too University, Kyrgyzstan

In recent years, the number of children learning English in Kyrgyzstan has increased dramatically, both in public schools and in private language schools. English teachers use modern methods of teaching encouraging students to become more independent learners. E-learning, by which we mean integrating technology into the teaching and learning process, will increasingly be expected by students, their parents and managers of education institutions. Personal computers and the Internet have become part of the sphere of education, bringing significant benefits to the work of teachers and students, allowing them to quickly find information and resources for educational purposes.

Using modern technology, students can practice and improve their language skills in a stress-free environment, taking upon themselves some of the responsibility for the learning process. Modern internet technology allows them to communicate freely with their peers from around the world, creating online communities.

Currently, a large number of high-quality online resources for learning English are available for teachers at all levels of education – primary, secondary and higher. Teachers can access a vast variety of resources to practice language covered in the classroom and test students on what they have already learned. However, while there are teachers who have extensive experience in teaching but are not used to information technologies, there are also novice teachers with good e-skills but little or no experience in applying those skills to the teaching process. Even teachers who have strong e-skills and use online resources in the classroom may spend a lot of time searching the Internet for supplementary materials to prepare lessons that are both efficient and enjoyable.

In order to facilitate teachers' and students' use of e-learning tools, the British Council in collaboration with the Ministry of Education and Science and the Centre of Requalification and Retraining of teachers at Kyrgyz Academy

of Education in Kyrgyzstan, launched a project on e-learning with the aim of establishing and maintaining a shared library of Internet links to high-quality educational resources that supplement the national curriculum. This library of links will ensure equal access for teachers, students and parents of students to educational resources and technologies.

### **Perception and translation of allusions**

Airin Anuarbekova  
Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan

This paper is devoted to allusions, their influence upon receptor, ways of their translations and importance of studying pop-culture to gain a better understanding of 'allusions' in Media. Translation studies attends to importance of studying culture-binding components such as: history, literature, traditions and their origins of English-language country for students. Studying pop-culture (music, sub-cultures, arts, films) has equal importance, especially for translations in media discourse and belles-lettres as they are great part of today's life. As the majority of language components 'allusions' are culture bonded consequently perception of native speakers would differ from perception of other language representatives and they would be transferred using straight translation in the most of cases. Reference to the well-known titles and items like Romeo and Juliet or piece of art as Mona Lisa would be clear for average receptor, when reference to the specific conflicts, politic acts, stereotypes of English-language speakers concerning themselves or to the local TV shows are substantially complex.

**Key words:** allusions, perception, cognition, transfer

### **Cross-cultural competence of foreign students in learning intercultural environment**

Aizhan Kapanova & Azamat Akbarov  
Suleyman Demirel University, Kazakhstan & Busan University of Foreign Studies, South Korea

The article is devoted to the cross-cultural competence of foreign students and conflicts and prejudices being as educational migrant. Moreover in the article foreign students' difficulties were described and the ways to overcome the communication hurdles in the intercultural environment. The



purpose of this article is to consider the types of problems which occur in intercultural interaction between foreign students and local students, also the way of acculturation to the accepting culture of foreign student migrants. Socialization of the foreign students gives the idea about world and provides certain asset which is significant, meaningful and valuable for the individual.

In the globalized world which is changing rapidly makes emphasis on the market relationship. It has impact to the formation of massive culture and postmodernism mentality. Implementation of market demand with regard to people forms marketing sense. On the other hand it helps in progress of new types of communication like transnational, intercultural, virtual communication. Also, the growth of migrants including student migrants that studies overseas by academy mobility and student exchange programmes. Globalization of education treated as positive phenomenon of development of education. If university has more international students the ranking of the university will be higher. Also it helps in educating students who know several foreign languages, have the idea about culture of native speakers of other nations and develop learner's self-image and skills.

The occurrence of ethnic prejudice of the educational migrants is due to the adult age. At the age of 18-23 they are in the stage of cognitive maturity. By developing critical thinking ability, analyzing judgment about others, express their thoughts about the subject. At the same time they do not have exact formation of worldview, value system and orientation. Researchers note out that the main feature of student age is the formation of sense of value and consciousness.

**Key words:** Cross-cultural competence, globalization of education, educational migrant, acculturation, multicultural educational environment

### **Cognitive technology in teaching the Kazakh language**

Akmaral Kurmanalieva  
KIMEP University, Kazakhstan

Virtual flow of information in the system of thinking than the reception and, importantly, how prevalent during the period of study the main methods supporting the language. The human interest in the works of scientists who studied the inner need of the person in close connection with the necessity of keeping psykologexamen say. For example: the needs of human physiological needs, need for security, the need to years, self-esteem, the need as the need for development identifies the main types of psychologists. Her physiological needs of man-it is believed that there is need, the need for security, the need

to feel safe and year as its title suggests, directly related to the properties and respect, to love. And, self-assessment, self-development, for which we needed. Taking into account the psychological needs in this point in learning the language, exercises, repeating them trendless. The methodology of psychological needs in conjunction with the job hope it is in favor of fathers. In teaching languages with technology cognitive learning in this direction in connection with a wide psykologexamen people alimtar support and by the students.

**Key words:** Cognitive technology, methodology, language, job.

### **Exemplary Characterization Efficiency to Higher Education Objectives: Shakespearean Drama as a Model**

Ali Hamada Mgallad  
Mosul, Iraq

This paper deals with the efficiency of manipulating the characterization in drama to exemplify some linguistic elements to the undergraduate students in an EFL course. By means of modeling, it is made easier for the students to comprehend and memorize the details of an idea or a concept (the audiovisual techniques). Besides, the impact that models inflict to the long-term memory of the students, which is essential and foremost, is confirmed.

As for methodology, an anatomical perspective is adopted in order to look deeper into the text, identify the features the writer had given a certain character that made it a model for an idea, and then profile it. In profiling, a directory is set for each idea or a concept under which its features, upon conformity, are shown. At last, the paper shows the conclusions yielded.

**Key words:** linguistics, higher education, modeling, characterization, efficiency.

### **Three languages in the linguistic landscape in one secondary school in Kazakhstan**

Alina Tatiyeva & Bayan Assylbekova & Alexandra Nam  
Nazarbayev Intellectual School, Kazakhstan & Astana Garden School,  
Kazakhstan & InterRes Central Asia LLC, Kazakhstan

The promotion of trilingual education has become one of the key elements of the language policy in Kazakhstan, and a great amount of discussion has been concentrated on the topic of trilingual education in

recent years. Linguistic landscape analysis is an effective and unique way to investigate the results of trilingualism promotion in schools. Investigating signs not only enables to reveal language ideology behind the linguistic landscape which school adheres, but also offers insights into how trilingualism practices are being realized and promoted. The purpose of this study was to examine how the promotion of trilingualism is reflected in linguistic landscape of one secondary mixed school (Kazakh and Russian Mol classes) in Astana, which we achieved through the quantitative method and discourse analysis. During the data collection, we took 105 photos in school corridors and halls. In the current study we looked at languages used in school signages from different perspectives and categorized them according to the number, order, size and presence/absence of languages, top-down and bottom-up approaches and functions of the signs. The following research questions found their fulfillment, where we provided the representation of Kazakh, Russian and English languages in signages of the school and the possible discourse in place: To what extent are the Kazakh, Russian and English languages represented in school signage? What language ideologies are hidden behind the school signage? The result of this study revealed the unequal proportion of the three languages, which may be contrary to the school's intention. The predominance of the Russian can be explained by several reasons: (a) the geographical location of Astana, since it is located in the area inhabited by many ethnic Russians and Russian dominant speakers. (b) the linguistic competence of sign-makers and the school administration responsible for signs, and, thus, can be school specific.

### **Teaching Economics in Universities and Designing a Course using ESP strategies**

Alisher Kamilov

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Uzbekistan

In the contemporary world where integration among countries has been occurring more intensively than ever before, English has become the main language of business and education. By setting certain requirements, English is instructed almost in all recognized educational establishments and it serves as the principal mode of doing business and getting world standard education. English for specific purposes (ESP) refers to teaching and learning English as a second language where the goal of learners to use English in a particular aspect. Namely, the use of English is specific in various fields,

and it is connected to professions, institutional procedures and occupational requirements. These particular needs and requirements will guide teachers in designing different course materials in choosing the kind of English to be taught, the topics and themes through which it will be taught.

The inevitable economic globalisation process necessitates establishing and enhancing links between nations and countries, thus, making our world become a global village where there are almost no boundaries to trade and communication. This phenomenon has made ESP one of the fastest growing areas of teaching of EFL in order to meet the demands of modern business in the globalised world.

**Key words:** ESP, Business English, globalisation

### **Novice English teachers' perceptions of their pre-service teacher preparation in the context of their first year of teaching experience in Kazakhstan**

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Transition from a university campus to the world of work has always been a challenge. In terms of a teacher profession the step from a student's desk to a teacher's desk seems to be even more challenging as novice teachers face several obstacles. The first impressions of being a novice teacher is characterized in the research literature as "an emotional roller coaster filled with nerves, exhilaration, and uncertainty" (Clark, 2012, p. 197), "sink or swim" period (Lawson, 1992, p. 163), along with the transition period being featured as "reality shock" (McCormack & Thomas, 2003, p. 125).

The fundamental aim of this qualitative study is to build a more comprehensive understanding of English novice teachers' challenges and their expectations of teaching practice reality at the first year of teaching experience, to identify potential issues within this group and define promising solutions in the context of Kazakhstan.

The study attempts to answer the following research questions: 1. How do novice teachers explain their transition from pre-service teaching program to teaching alive? 2. What are the main challenges facing novice teachers at their first year of teaching experience? 3. What aspects of their pre-service teaching program they find the most and the least important for successful teaching in the first year of experience?

The study deals with difficulties faced by English teachers and explores the reasons of those challenges that novice teachers have while transition to work from pre-service education program. The empirical part of this study was conducted in mainstream and private schools in Pavlodar where ten novice teachers participated in the semi-structured interviews.

The study voices novice teachers' expectations of their career and difficulties they face during the transition to work at school, which is one of the most topical issues in educational setting in Kazakhstan. The research revealed that the major challenges facing novice teachers at a workplace are related to building relationships with different stakeholders that shape and reshape their belief as teachers and dealing with special needs children. The overall picture that emerged from the study shows that there is need in immersing pre-service teachers into school realities while teacher-training program to better prepare them for the first year of teaching experience.

**Key words:** novice teachers, language teachers, transition, first year, challenges, teacher education

### **Intercultural Communication as an integral part of foreign language teacher education**

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The main aim of an article is to substantiate the necessity and expediency of introducing intercultural communication in professional foreign language education.

The result of the established university practice in the field of foreign language education is the fact that specialists who are fluent in a foreign language have great difficulty in understanding the meaning of foreign language professional communication due to ignorance of the norms and values inherent in the culture of another country, lack of education in polycultural worldview, personal behavioral qualities necessary for effective communication in the intercultural environment.

Thus, there is a contradiction between: the need for specialists, able to carry out foreign language professional activities and the lack of a didactic system of their training; one-dimensional, monocultural worldview and the requirements of a globally-oriented world to a multicultural reorientation of the system of views; poor communication skills; disintegrated training and the need for holistic personality development; rapid obsolescence of university training and the need to form today's needs, knowledge, skills, abilities, types of behavior that will be especially needed in the future. The author justifies the importance of integration of Intercultural Communication into foreign language teacher education and the necessity to introduce the changes into the current University Curricula and a system of higher education as a whole.

**Key words:** Intercultural Communication, foreign language teacher education, higher education

### **Exploring first-year students' perception of plagiarism**

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Plagiarism is one of the types of academic misconduct which has a negative influence on students' academic performance. In 2018, a number of universities in Kazakhstan established the Academic Integrity League that aims to improve the quality of education in Kazakhstan. The start of the League resulted in the introduction of antiplagiarism detector Turnitin and increased the necessity to explain what academic misconduct is and plagiarism in particular. The ways to avoid plagiarism in own works is the matter of Academic English course, but the knowledge and skills acquired within the course benefits the whole study at university and further study for master or PhD degrees. In order to build an adequate course and select proper materials, students were interviewed on how they understand the issue of plagiarism. They were also asked on the reasons for plagiarism and how academic staff and university administration could help them tackle the issue. The given paper reports the results of qualitative small-scale research that revealed partial students' awareness of plagiarism and what it includes. It also describes the role of Academic English course in tackling the issue.

### **The overrated role of motivation in language teaching**

Aliya Zhakupova

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This paper presents an analysis of how urban high-school students construct their identity via language choices they make. The study took place in one of the urban schools of Kazakhstan and participants of the study were 20 students of Russian medium class and 15 Kazakh medium class students. The initial aim of the study was to investigate how learners with a rather high English proficiency perceive English language and what motivated them to make a progress during the short period (1 year). However, the study extended to Russian and Kazakh languages and resulted in unexpected outcomes. Students' reflections and interviews were analyzed taking into consideration their language progress throughout the academic year. The study concluded that despite a popular belief that motivation to study language helps to learn the language; it does not always work. The attitude towards the languages

could be positive; however, the progress does not always happen. This paper will try to explore the reasons for this phenomenon in order to contribute towards the improvement of not only English, but also Kazakh and Russian languages teaching.

**Key words:** identity, motivation

### **Контекстное профессиональное образование: сущность, принципы и технологии**

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В данной статье рассматривается сущность, принципы и технологии контекстного профессионального образования. Теоретический анализ показывает, что проблема контекстного обучения исследована учеными разных сфер науки и доказывает, что усвоение теоретических знаний и их применение на практике является основной идеей контекстного обучения. Это требует постепенного и последовательного моделирования профессиональной деятельности в разнообразных формах учебной деятельности студентов. Суть технологии контекстного обучения в процессе профессиональной подготовки будущих учителей ИЯ является созданием условий для организации понимания студентами основных дидактических единиц обучения профессиональной деятельности и их интерпретации в игровом организационно-коммуникативном и организационно-деятельностном проектах. Вследствие педагогически важным представляется анализ овладения синтаксисом как средством выражения смысла и функциональной целенаправленностью выбора знаково-символических средств для выражения смысла, освоения студентами разных уровней информации, а также роли контекста в усвоении понимания смысла в разных знаково-символических системах, отражающих сущность и специфику профессии учителя ИЯ. Исходя из этого, контекстное обучение будущих специалистов в процессе профессиональной подготовки в вузе должна строиться на основе контекста будущего преподавательского труда, с перспективой дальнейшего профессионального использования. При этом деятельность преподавателя должна выстраиваться как организация понимания студентами знаков и текстов и интерпретации их с позиций организационного, предметного, пространственно-временного, эмоционального контекстов профессиональной деятельности.

**Ключевые слова:** профессиональное образование, контекстное профессиональное образование, традиционный подход, компетентностный подход, деятельностный подход, учебная деятельность, квазипрофессиональная деятельность, профессиональная деятельность

### **Factors affecting language**

Amina Zhemenev  
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I was born and raised in the multilingual family. My father speaks 9 languages, my mother speaks two languages and my siblings master around four-five languages. As a child, I was always wondering why they switch between languages and what factors effect on that. It was important to explore and understand why this happens.

This paper will try to explore the factors that affect language choice in the multilingual community.

The world which is full of languages, which are approximately 7000 languages, always found people who wanted to know more than their own native language. It is calculated that every two weeks one language disappears, which means that over 400 languages have vanished from the world's populations' tongue. To survive languages needs to be used over a century with active usage. Languages die with the last carrier, and therefore at risk, above all, a population which do not use the script. One of the causes of death of languages - the uneven spreading of the number of carriers. Thus, 80% of the world only knows about 80 languages. While 3.5 thousand languages account for 0.2% of the earth's inhabitants. The main reason for the process of language changes is migration and globalization. (Li Wei, M. Moyer, 2008)

One important characteristic of the multilingual is their ability to move between different languages; they can speak one language at a time, behaving more or less like a monolingual; or mix languages in the same sentence, clause, or even word, resulting in a linguistic phenomenon known as code-switching.

This research is in progress and it will try to find out the factors of language choice in multilingual community.

**Key words:** language choice, multilingualism

### **About mechanisms of writing assimilation of loan words on a new Kazakh alphabet based on the Latin script**

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The article considers the mechanisms of assimilation of loan words in writing. The author divides loan words in two categories: assimilated and non-assimilated. The subject of the article is the new mechanisms of

spelling non-assimilated foreign words. The mechanisms of assimilation of foreign words in writing are based on correlated use of phonetic, as well as quotation, transliteration and transcriptional principles. The article attempts to substantiate each of these principles, as well as their correlated use in spelling of certain or other foreign words.

**Key words:** mechanisms of assimilation, loan words, Latin script

### The Influence of Age on the Acquisition of a Second Language in Kazakhstan

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Age is currently considered an essential element in various studies of second language acquisition (SLA). Questions regarding issues related to age and the potential for an associated change in an individual's ability to learn a new language has received considerable critical attention from scholars. The intention of this research is to study L2 theories in the context of SLA of learners in different age groups. Kazakhstani secondary school programmes have recently undergone several major changes in L2 learning. Considerable attention was paid to the promotion and implementation of English language learning programmes for children, starting at the age of five. Being a parent of two different-aged children who started learning languages at different age, and additionally having teaching experience in English, in this study I will attempt to explore the topic 'The influence of Age on the Acquisition of a Second Language in Kazakhstan' through the following questions: "Does the concept "the younger the better" have a positive effect on the acquisition of a second language?" and "How does age influence the acquisition of a second language in Kazakhstan?"

In this study I discuss age-related theories of SLA such as the Critical Period Hypothesis (CPH) and the Input Hypothesis (IH) which frame age-associated discussions and the effects of age on L2 learning. I will investigate the topic through the narrative autobiographical approach of my own experience and the experiences of my children, who each started learning English at different ages. Finally, I will discuss the teaching implications of L2 learning in the studied context and present recommendations for future research.

**Key words:** Age factor, Language learning

### Мотивационная стратегия изучения казахского языка

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Понятие «компетентность», предлагаемое Н. Хомским, имеет важное значение, так по мнению ученого «компетентность» - это интуитивное овладение языком. Сегодня теория Хомского в мировой лингвистике широко поддерживается и развивается. В этой связи дискурсивная компетентность, информационная компетентность, познавательная компетенция и другие термины идентифицированы и широко применяются.

Обучение казахскому языку иностранцев имеет свои особенности. Здесь нет речевой коммуникативной среды, зато преобладает сильная мотивация и интерес к изучению языка. Это определяет важность создания новой методики изучения казахского языка иностранцами.

В настоящее время существуют следующие способы преподавания казахского языка:

- преподавание казахского языка как государственного
- преподавание казахского языка как второго;
- преподавание казахского языка как иностранного;

Изучение казахского языка с помощью функционального метода играет важную роль. Следует отметить, что данный метод применяется для исследования разговорной речи, в котором субъект коммуникативного процесса, содержание и смысл речи, роль обучаемой личности и коммуникативная связь имеют огромное значение. В этом аспекте особо значима оценка теорий с точки зрения функциональной грамматики. Данная проблема весьма актуальна для казахской лингвистики. Язык передает достоверную информацию о стране, расширяет кругозор и знания других народов, обеспечивает точность и правдивость информации. При изучении языка у читателя складывается впечатление о стране и ее культуре, поэтому важно, чтобы изучение языка было информативным, включало современные мировые методики, было адресовано личности, опиралось на коммуникативные и функциональные принципы с четко обозначенной стратегией обучения.

Интеграция Казахстана в мировое сообщество, расширение информационных, культурных, экономических и социальных связей с зарубежными партнерами стимулирует интерес иностранцев к казахскому языку. Заметно возросло стремление к изучению казахского языка в США, Китае и Европе.

**Ключевые слова:** коммуникативная компетентность, социальная лингвистическая компетенция, обучение казахскому языку, непрерывное преподавание, функциональная смысловая

## The importance of Needs Assessment in English language teaching

Anara Tajibaeva  
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Since the education system in our country has been transferred into the Bologna System, which is much more aimed at fulfilling the needs and interests of the learners, needs assessment is now often considered as an important part of second language curriculum development. Defining the needs of institution's students and setting goals and objectives necessary to create the curriculum is the main task of needs assessment. Needs Assessment is any method by which teachers (or learners) ascertain the needs, desires, or expectations of their students.

The purpose is to find out student's interests, wants, needs, and expectations in order to make course content more relevant and applicable to student's desired learning outcomes and motivations for study– to help make course content meet student contentment. In my workshop I would like to share my experience of performing needs assessment at our faculty together with English Language Fellow Jesse Kiendle in recent years. The workshop contains information about what should the assessment be focused on, about the ways of performing the assessment and how it can motivate our students. There will be results of a survey done, the findings that analysis uncover, the contribution of assessment to the improvement of teaching process. The workshop is organized in an interactive way with much practice and discussion.

**Key words:** Needs assessment, ELT, motivation

## Integrating international teleconferences into EAP courses: Preparing students for real-life professional situations

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In 2018 an experimental joint programme was developed by Parma University Language Centre (Italy) and the Humanities and Arts Department of the Technion-Israel Institute of Technology with the aim of offering EAP students the opportunity to deliver presentations to a foreign audience on a topic relevant to the academic and professional interests of both groups. The students had to explore and personalise it in order to be able to explain it to a group which they had had no previous contact with or information about. The purpose was to engage students in active learning by moving away from a

more traditional approach to language learning focusing on vocabulary and macro-skills, to a more pragmatic approach which incorporates 'soft skills' too. A secondary objective was also to develop the students' confidence through a 'realistic simulation' of situations which they are likely to encounter in their professional lives, including emotional and social implications. This paper offers an insight into the challenges and issues which arose, and ideas for improving the learning experience. We will discuss preparation stages carried out by the teachers at both universities, and the guided and autonomous student team work carried out to find relevant material, work on visuals and commentaries, and deal with questions from their foreign counterparts. A post-conference survey stimulated students' reflections about their experience and triggered discussions about language skills essential for successful professional practices. The survey was also valuable for the teachers as regards reassessment of teaching strategies and preparation for future joint projects.

**Key words:** online language learning, EAP courses, intercultural communication, collaborative learning, motivation

## Methods of Improvement of Writing

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As we know, effective writing is understood as ability to write texts of the various maintenance (business letters, reports, abstracts, compositions, etc.), first, with the minimum efforts, and secondly, with the maximum positive result. Creation of the written text - hard-consuming procedure almost for everyone, but skills of the writing can be developed and improved. It is promoted, in particular, by knowledge and observance of some principles of the productive writing.

**Key words:** Informative interest, kinds of activity, educational activity, formation of idea, productive writing, grammatical and stylistic correctness, the main idea and details, perfection of skills

## Peculiarities of translation of economic terms from English to Uzbek

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Liberalization of external economic relations, new ways of attracting foreign direct investments into national economy lead to increasing demand for English-Uzbek interpretation. Under these conditions, specific attention should be paid to adequate interpretation of economic terms from English into

Uzbek and vice versa. It is generally acknowledged that there exist significant number of words which can be interpreted differently depending on their pair used in specific combination. Any term, being a part of the wider context, has specific lexico-phraseological value and during interpretation distortion of the meaning is not allowed. Relatively short time during interpretation requires fast (and sometimes immediate) interpretation so learning the phraseological units as part of wider structure is essential. The article analyses the different options of interpreting the word “rate” which, as a noun, is often used in word combinations like “inflation rate”, “interest rate”, “exchange rate” which is interpreted differently into Uzbek depending on the word combination and context («инфляция даражаси», «фоиз ставкаси» and «валюта курси»). Noteworthy is the fact that contrary to English-Russian interpretation, the word order of combinations remains unchanged while interpreting from Uzbek into English and vice versa. In order to ensure right interpretation of economic terms and minimize the risk of possible misunderstanding, interpreters should develop their own list of combinations and regularly practice the use of such words in combinations. Some word combinations, often used in contemporary business environments, are provided by the author in English alongside with their Uzbek equivalents.

**Key words:** simultaneous interpretation, lexico-phraseological value, strategies in interpretation

### **Language practices in multilingual workplace: the case of Nazarbayev University**

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Nazarbayev University, Kazakhstan

The pervasive globalization demands for a multicultural and multilingual workplace with employees capable of communicating effectively in several languages. Therefore, over the past decades, Kazakhstan has witnessed a growing number of international companies, enterprises and organizations where multilingual practices are the norm. Brand new Nazarbayev University is no different as it has distinctive language policy. It is an organization with English language as a medium of instruction where staff from all over the world endeavors to engage in a peaceful, respectful and productive communication. It is worth mentioning that Kazakhstan’s society is itself multilingual and English adds to its variety. The case of Nazarbayev University is unique: people from post-Soviet republics and representatives of the Western world successfully cooperate together irrespective of major differences. However, in

this sense we still have little or no knowledge of how language is being used in multilingual workplace. The need for better understanding at Nazarbayev University setting is the springboard for the present study.

The purpose of this study is to explore the employee’s perceptions of day-to-day language practices. Thus, we use the bottom-up approach since we are focusing on language practices of employees rather than looking at university language policy.

#### **Research Questions**

1. What are the perceptions of the faculty members of working in the multilingual workplace?

- What benefits do the faculty members have?

- What challenges do they face while working in the multilingual workplace?

2. What languages do they use and for what purposes?

- What language do the participants of the study use in interactions with international and local faculty members?

In order to answer these questions, the research adopted qualitative methodology and employed semi-structured interviews.

#### **Significance of the Study**

This research may help faculty members of Nazarbayev University to get a better understanding of their day-to-day communication in the workplace by reflecting on their language practices. The findings of this study may assist policymakers in developing effective language policies in multilingual workplaces. Our study may contribute to practice as a successful example of integration of English in the multilingual workplace. Also, we tried to bring our own contribution to fill the existing gap in literature about multilingualism in the workplace in the Kazakhstani context.

### **Вопросы выбора темы и текста на занятиях по профессиональному казахскому языку**

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Вопросы выбора темы и текста на занятиях по профессиональному казахскому языку. Несмотря на то, что по вопросам профессионального казахского языка написано немало научных работ, некоторые его аспекты все же требуют более детального изучения. Одним из таких вопросов является верный выбор темы занятия и профессиональных текстов, а

также умение их правильного применения на занятии. Как можно подобрать тему по специальности? Ответ на данный вопрос нужно искать в теоретических работах ученых. Известный ученый-методист З.Кузекова для формирования коммуникативных навыков у обучающихся при выборе темы занятия отмечает следующие принципы: коммуникативность, систематичность, функциональность, понятность, приближенность учебного материала к современной жизни, уровень обучающегося [1,42]. Эти требования во многих случаях не выполняются, поскольку казахский язык изучается как второй язык. К примеру, если на первых занятиях мы предлагаем тему «Хочешь быть успешным специалистом?», данная тема подталкивает обучающихся говорить. А тему по функциональным стилям грамматики можно проводить одновременно. Важно сорханить систематичность, если первая тема начинается со специальности, следующая тема должна содержать в себе взаимосвязь между темами такие, как «Знаешь ли ты этику взаимоотношений в коллективе?». Принцип функциональности мы понимаем как внедрение ситуаций из реальной жизни. Понятность темы и соответствие ее уровню студентов зависят от профессионально-ориентированной аудитории, связан с лексико-грамматического минимума. Поэтому тема должна охватывать последние новости. Следующий вопрос – это отбор профессиональных текстов. Большая часть профессиональных текстов – это информационные тексты. Например, кто такой менеджер? Предоставить интервью с тем самым менеджером в виде текста, задания по поиску функции менеджера посредством этого интервью развивают у студентов творческие способности. З.Кузекова при выборе текста предлагает руководствоваться такими параметрами, как его актуальность, применение фрагментов материала в коммуникации, лексико-грамматический уровень обучающихся, страноведческие, познавательные, этико-эстетические компоненты текста[1,139]. Учитывая названные параметры, из нашей практики мы предлагаем при выборе текста учитывать следующие основные требования:

- Соответствие текста тематическому содержанию;
- Текст, основанный на коммуникации, то есть наличие в тексте ситуации, направленной на взаимоотношения;
- Соответствие лексико-грамматическому минимуму.Используемая литература: 1. З.Кузекова «Екінші тіл ретінде қазақ тілі оқулығы теориясының негіздері» докторлық диссертация, Алматы, 2006

**Ключевые слова:** профессиональный казахский язык

## The Application of TOLES in Learning Process

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At the present time, in the context of globalization academic programs have to cover the content that could satisfy the demands of the labor market. The practice shows that top law firms are interested in specialists who possess both deep knowledge of law and practical legal skills. It was embodied in Test of Legal English Skills (TOLES) Exam.

This article demonstrates the successful experience of teachers on implementing TOLES Preparation Course in the framework of LSP discipline for the students of law specialties. The authors of this article provide useful techniques including CLIL ones for extending theoretical and practical knowledge both of the English language and of law. A wide range of teaching methods encourages students to develop their own strategies that could help them in their language learning. In addition, they present peculiarities of drafting contracts, specificity of using word collocations and prepositions, and differences between American and British legal terms. The research also analyzes the data of the questionnaire taken by students involved in the process of studying this subject to reveal challenges and shortcomings of methods the teachers apply. The results show the techniques that are more effective for possessing the offered material.

It is hoped that this study will facilitate LSP teachers to implement innovative means of teaching in academic process.

## История развития и внедрения компетентного подхода в современное образование

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В статье ведется анализ сущности и содержания компетентного подхода в образовании с позиции казахстанских и зарубежных исследователей. Приводится описание этапов становления и развития компетентного подхода, где первым является период с 1960 по 1970 гг. – этап категориально-понятийной неопределенности; второй этап отождествляет существование большого количества трактовок ключевых терминов и нечеткость границ понятий «компетентность» / «компетенция»; третьим этапом представлено правовое закрепление вышеперечислен-



ных понятий на уровне государства. Также в статье дается обоснование необходимости смены образовательной парадигмы. Описываются пробелы и проблемы в подготовке конкурентноспособных и компетентных специалистов на рынке труда. Определяется наличие нерешенных вопросов в данном подходе, а также рассматриваются существующие точки зрения ученых касательно разницы между понятиями «компетентность»/ «компетенция». Берутся во внимание содержательные характеристики данных понятий. Основываясь на всестороннее рассмотрение существующих подходов, появляется возможность определить понятие «компетентность» как системное понятие и значимое строение личности, возникающее в процессе обучения и дальнейшего освоения профессиональной деятельности. Компетенция является составляющей компетентности. Также в данной статье определяются факторы, обуславливающие выбор компетентностного подхода как нового направления современного образования.

**Ключевые слова:** компетентностный подход, образование, компетентность

#### **Students' beliefs about and use of translation in EFL/ESL classrooms in a Kazakhstani university**

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State Program for Education and Science Development 2016-2019 (SPESD) aims at "improving the competitiveness of education and science" in a world arena (MoES, 2016). In order to achieve this purpose several goals are established, one of which is covering all stages of educational system, including universities, by EFL/ESL classrooms. According to the SPESD program, by the year 2021 learners of bachelor will have achieved C2 level in English. The reason of implementing such kind of actions is to increase competitiveness globally and strengthen partnership with universities abroad. However, methodological approach of EFL/ESL classrooms was not elaborated enough.

Remarkably, there is no mentions of translation as a learning strategy in EFL/ESL classrooms.

The purpose of this study is to investigate the relationship between EFL students' beliefs about (Hosseini-Maasoum & Mahdiyan, n.d.; Karimian & Talebinejad, 2013) and their strategic use of translation (Al-Musawi, 2014; Calis & Dikilitas, 2012; Liao, 2006; Yi-chung Pan & Yi Ching Pan, 2012) in

Kazakhstani university and it also aims to examine the influence of translation on students' different skills in EFL classrooms. The following research questions are addressed: (1) What are Kazakhstani undergraduates' beliefs about using translation as a learning strategy in EFL/ESL classrooms? (1a) What kind of skills do students' believe can be improved by translation in EFL/ESL classrooms? (2) What are the relationship between students' beliefs and their English language proficiency? (3) What are the relationship between undergraduates' beliefs about and their use of translation in EFL/ESL classrooms.

The findings of the investigation might help to understand students' unconscious beliefs towards translation as a learning strategy, which can be turn into conscious awareness. Consequently, language educators might understand the role of translation in language learning and apply it with a caution for students with different English proficiency. Policy-makers can take into consideration the results and insert the learning strategy to curriculum.

#### **English for grown-ups**

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The article mainly concerns the difficulties which are likely to come out in the process of learning the English Language with the older members of the language learners. The type of the article is narrative report. The data collected takes Namangan State University and Language Skills Lab language teaching course to exemplify and support. Appendices including charts are provided as the proof. The main problems, their causes and possible outcomes are mentioned before suggesting certain proposals to deal with the case.

#### **Проблемы сохранения языкового многообразия и развития творческого потенциала личности в процессе глобализации**

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Проблема сохранения языкового многообразия актуальна, так как большинство языков находится в процессе деградации и исчезновения. Для предотвращения этих процессов предлагается создать усредненные языки путем усреднения языковых норм генеалогически родственных языков посредством математического и компьютерного моделирования

процессов формирования койне на основе этих языков. Усредненные языки обеспечат равноправие родственных национальных языков, сохранение и развитие их в своих ареалах в качестве государственных или региональных языков. Усредненный язык имел бы функции добровольно используемого языка межнационального общения внутри группы общностей-носителей этих родственных языков, языка накопления их общими усилиями информации общегрупповой и общечеловеческой значимости. В итоге он мог бы быть выдвинутым данной группой наций, часто выступающей как локальная цивилизация, на статус одного из международных языков признаваемых ООН. Для сохранения языков целесообразно также: 1) реализовать концепцию «понятных» языков; 2) создать координированную систему алфавитов родственных языков и усредненного языка данной группы языков; 3) создать координированную систему терминов данной группы языков; 4) поддержать концепцию межъязыковой толерантности и концепцию культурного разнообразия и защиты национальных языков; 5) Солидаризуясь с ЮНЕСКО отмечать 21 февраля «День родного языка». В дальнейшем целесообразно создание среднемирового языка посредством усреднения в многообразии усредненных языков и изолированных языков на основе ностратической (борейской) концепции, концепции языковых универсалий и статистических методов усреднения языковых феноменов. (См.: Karimov B.R, Mutalov Sh. Sh. Averaged languages: an attempt to solve the world language problem. Tashkent: Fan, 1993 (второе изд. в 2008 году); Каримов Б.Р., Муталов Ш.Ш. Усредненные языки: попытка решения мировой языковой проблемы. Т.: Фан, 2008). Предлагается создать единую координированную и унифицированную систему алфавитов. (См.: Каримов Б.Р., Каримова У.Б. Проблемы развития письменностей языков в процессе глобализации. Ташкент, 2006). Этот язык и эта система алфавитов способствовали бы преодолению языковых и иероглифических барьеров, формированию единого мирового информационного пространства, решению глобальных проблем мировой цивилизации, инновационному развитию творческого потенциала личности и мировой цивилизации.

### Теглаш – корпус тузишдаги илк босқич

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Ушбу тезисда корпус менеджерлари ҳақида сўз боради. Лингвистик корпуснинг ажралмас, энг асосий қисми унинг қидирув тизими – корпус менежери, у матн, лисоний бирликларни бошқарувчи система. Корпус менежери – корпус маълумотлари устида ишлаш учун мўлжалланган

махсус қидирув тизими, у статистик маълумот, қидирув натижасини фойдаланувчига қулай кўринишда кўрсатиб берувчи дастурий таъминот ҳисобланади. Корпус менежерига қўйиладиган талабларнинг энг асосийси сифатида матннинг калит сўзлари рўйхати, тўлиқ конкорданс рўйхатни ярата олиш; фақат сўзни эмас, балки сўз бирикма ҳолидаги сўровга ҳам жавоб бера олиш; шаблон асосида (мураккаб сўров) қидирувни амалга ошириш; олинган натижа (чиқарилган рўйхат)ни бир неча мезон асосида саралай олиш; сўзшаклга берилган сўровни чекланмаган миқдордаги контекстда акс эттириш; корпуснинг алоҳида элементлари бўйича статистик маълумот бера олиш; корпус разметкасидан келиб чиққан ҳолда лемма, сўзшаклнинг морфологик хусусияти ҳамда метаахборот (библиографик, типологик)ни тўлиқ ифода қилиш; натижаларни сақлаш, чоп этиш; файл, корпуснинг чекланмаган ҳажми билан ишлаш олиш; қидирувни тез амалга ошириш, натижаларни чиқариш; турли матн форматларини (txt, doc, rtf, html, xml ва б.) ўқий олиш ҳамда шу формат билан ишлаш; малакали ҳамда янги фойдаланувчи учун бирдек қулай бўлиш кабиларга тўхталади.

Корпус менежерининг асосий вазифаси фойдаланувчи сўровига жавоб беришдан иборат экан, сўров, уни амалга оширувчи буйруқ ҳам аҳамиятли. Юқорида тилга олинган корпус менежерига фойдаланувчи қидирув тизими тилига мос равишда қидирув ойнасига ўзининг шахсий саволини киритиши ёки шаблон сўровдан фойдаланиши мумкин.

Конкордансда шунга мос келувчи позицияни топа олишига имкон яратиш учун тасдиқловчи, инкор қилувчи филтер ҳамда сўз бирикмаси учун махсус интервал белгилаш керак. Фойдаланувчи интервал чегарасини белгилайди (“From:” ва “To:” киритиш ойналари). Мазмун тасдиқловчи бўлса, қидирув чиқиш нуқтасидан ўнг томонда қараб амалга оширилади, агар инкор қилувчи бўлса, бунинг акси амалга оширилади. Бошланғич нуқта сифатида сўзшаклнинг бошланиши, сўзшаклнинг тугалланиши олинishi мумкин. Муҳими шуки, киритилган барча саволлар сўровлар тарихида (Query History) сақланади, сўров айнан бир хил бўлганда, сўровлар тарихида сақланмайди. Сўров тарихини очиш учун сўров ойнасидаги “пастга” тугмасини босиш етарли. Керак бўлганда, аввалги сўровга қайтиш мумкин. Хулоса ўрнида шуни айтиш муҳимки, корпус менежери, яъни унинг қидирув тизими корпуснинг муҳим таркибий қисмидир.

**Ключевые слова:** корпус менежери, қидирув тизими, сўров тили

## Multilingualism in Higher Education in Kazakhstan: Case Study of an International Master Program at Kazakh-German University

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With growing internationalization of higher education in Kazakhstan multilingualism in education attracts increasing scholarly interest and requires adequate action from decision-makers. This paper describes the case of bilingual, namely, Russian and English media instruction at the Integrated Water Resources Management MA program at Kazakh-German University. The uniqueness of the given international program lies in that it enrolls graduate students from five post-Soviet countries of Central Asia and Afghanistan, the countries being the key players in managing vastly important regional water-related issues.

The very geography of the program participants implies challenges regarding the language of instruction as courses are taught in English (70%) and Russian, (general disciplines, 30%). The instructors were interviewed to identify language-related factors which impede the program. The findings revealed that the main problem regards the students' level of English or Russian. While some students start the courses with upper-intermediate English, still most candidates, about 70-80%, are admitted with the low-intermediate to intermediate level, which does not allow them to take English-medium professionally-oriented modules. To deal with the problem, the latter are taught in the second semester, while the first semester covers an intensive English course and general Russian-medium subjects.

Another problem is candidates with inadequate English or Russian (most Afghans, who normally have good English), but otherwise eligible. Two solutions have been developed. Firstly, to this day, candidates ineligible due to language level have been offered a 'guest student' opportunity, whereby they may attend classes and learn languages while not being officially enrolled. Secondly, beginning with this year, it is planned to start a foundation program for potential candidates that will include intensive English/Russian courses. It is noteworthy that the share of Russian medium will likely decrease in due course, with English becoming the only medium of instruction.

**Key words:** Multilingualism, internationalization, medium of instruction

## Academic Kazakh: theory and practice

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The involvement of the Republic of Kazakhstan in international education system, establishing international universities with the medium of instruction English led to a new paradigm in the system of education and science in the country. The effectiveness of education and science system would largely determine whether Kazakhstan could successfully compete internationally. The new model of education aims to grow a competitive, well and culturally developed generation. In this regard, Nazarbayev University aims to become a leader in education and science in national region and beyond as one of the significant goals. Accordingly this aim Kazakh language teaching program enhances its requirements. The time shows the necessity of applying the international language standards like ACTFL and CERF in teaching the Kazakh in local context. Academic Kazakh language focuses on interdisciplinary relationships namely on history, psychology, literature, sociology and cultural studies through teaching the language based on educational principles. The presentation will discuss premise, theoretical and practical basis of teaching academic Kazakh as a new course. Moreover, effective teaching methodologies, requirements of the course, resources for self-preparation, assessment and teaching technologies will be discussed during the presentation. This course enables to organize various homework and assignments, midterm assignments, check essays for plagiarism and keeping contact with students through «Moodle» system as a central platform in the university. Thus, this presentation also will show how to actively work with «Moodle» system, assess papers, essays based on samples. This presentation is applicable for teaching all Turkic languages. The current findings add to a growing body of literature on the issues of second language acquisition. A future study investigating other issues of teaching academic Kazakh would be very interesting.

**Key words:** Academic Kazakh, language teaching methodology, curriculum

## Using differentiation as a tool for effective teaching and learning

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Meeting student's needs, taking into consideration student's abilities and interests, making lessons more student and result-oriented have become an integral part of modern teaching. Differentiated approach is extensively applied in many school settings around the world to make both teaching and learning more tailored and effective for each learner.

Carol Ann Tomlinson, an educator who has done some of the most innovative work in this area, says there are four areas where teachers can differentiate:

Content: Figuring out what a student needs to learn and which resources will help him do so

Process: Activities that help students make sense of what they learn

Products: A way for students to "show what they know"

Learning environment: How the classroom "feels" and how the class works together

It is essential for school educators to plan lessons and create learning resources that differentiate content, process or products of learning and ensure that the students obtain knowledge in an appropriate learning environment.

In our workshop we intend to present the theoretical part on differentiation as well as techniques of successful differentiation for language learning classrooms. We are to share our teaching practices with other school teachers who are interested in making their lessons differentiated and effective. Also, the workshop participants will become familiar with Bloom's taxonomy and how to create tasks that aim to develop high-order thinking skills.

**Key words:** differentiation, learning, teaching, innovation, Bloom's taxonomy

### **An inquiry into issues surrounding language adaptation among foreign students in the context of professional development**

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The article is devoted to the problem of adaptation of American students who came to the philological faculty of Al-Farabi Kazakh National University to learn Russian, to get used to a new educational environment. The Americans, who came on the Flagship Educational Program, have been in an unaccustomed sociocultural, linguistic and national environment since the first days of their stay at the university. They have to adapt to a completely unfamiliar socio-cultural space in the shortest time. Successful adaptation contributes to the rapid inclusion of students in the educational process,

improves the quality and level of education, provides a high motivation to master the knowledge, ability and skills. Flagman students are offered special courses and additional internships related to a highly specialized area of their professional interests.

The authors of the article conducted a sociological survey of the heads of practice bases in Kazakhstan with the aim of improving the working process. Various options were used to identify views using questionnaires. The most common types of questions were open questions without restriction. The results of a survey of twenty heads of student internship are summarized in a diagram. Practicing in the Russian-speaking environment in an unfamiliar area of activity contributes to the further development of the Russian language, improves the skills of competent written and oral speech and speech mastery.

**Key words:** adaptation, professional environment, foreign students, language training

### **The role of language acquisition in teaching low-level adult learners and assessing their needs**

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Learning to write and speak one's native language is frequently demanding enough but acquiring these skills in a second language requires even more effort, commitment, and practice. Learning these skills is rather tough for learners whose target language is not so high. They also face a certain degree of fear or anxiety about tackling a new language, which can, in turn, affect how easily or how well they acquire a second language. If it concerns the learners' age, we can divide the learners into two big groups: adult learners and young learners. Without any doubt, there are some differences in how these two groups of learners operate: Adults have a stronger relationship with their mother tongue. This means that they not only have to learn a new language, but they also have to override other language habits. The second group of learners are more flexible. They have less trouble adopting unfamiliar language structures and learn by identifying overarching patterns. In this paper, we will discuss some problems and obstacles that the adult learners come across in acquiring a second language and a key role of teachers in applying some sharp strategies for teaching foreign language to adults. It must be noted that the teachers should take in the consideration in teaching adult learners about the characteristics of theirs. In other words, they ought to be aware sufficiently of not only Pedagogy but also Andragogy. Here

four main principles suggested by Knowles that are applied for adult learning such as adults need to be involved in the planning and evaluation of their instruction; experience (including mistakes) provides the basis for the learning activities; adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life; adult learning is problem-centered rather than content-oriented. The tasks, assignments, exercises and assessment should be properly utilized and chosen so that teachers can integrate the four principles of Andragogy for maximum learner engagement and motivation.

**Key words:** adult education/learning, andragogy, needs assessment, language acquisition

### **Challenges in ELT: A Teacher Association Research survey in Nepal**

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Nepal is a multilingual, multiethnic and multicultural country with diverse nature and geography. English language teaching in Nepal has a long history although it was officially only started in the twentieth century. English is being taught and learned differently in different settings, based on curricula and educational policies which have been changed frequently by different politics and governments in the history of Nepal. This preliminary survey of the current ELT situation is based on data collected during the NELTA (Nepal English Language Teachers' Association) International conference in February (15-17), 2018 in Kathmandu, Nepal. The survey was administered to 150 English language teachers who were presenters and participants of the conference. The collected data were analyzed qualitatively to identify key challenges in classroom teaching in the Nepalese context. The problems were organized thematically, along with identification of classroom implementations that teachers themselves suggest to overcome the challenges. This 'Teacher Association Research' project (Smith and Kuchah 2016) focuses on specific challenges in teaching English in a diverse context which can be a model for EFL Teacher Association Research in other parts of the world. The main objective of this survey was to uncover the real problems and challenges in a developing country context like Nepal where students come from different ethnic and linguistic backgrounds, and to discover and share what teachers themselves feel can be appropriate solutions.

**Key words:** ELT Survey, Challenges, Teacher-association, solutions

### **Linguistic and cultural exchange programs: a challenge for the professionalization of teacher education**

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Since the transformation of teacher training institutions in tertiary education, most of the Swiss training institutions have been offering linguistic and cultural exchanges programs to their students. As Switzerland is a multilingual country, these exchange programmes usually take place within the country or within the canton for bilingual cantons such as Valais.

The University of Teacher Education in the Canton of Valais (HEP-VS) is a bilingual institution located on two sites which are 100 km apart. In this institution, students are required to follow one third of their theoretical and practical training in German if they are French-speaking and in French if they are German-speaking. While, this exchange is essentially the result of a political decision, it also hides organizational and staff management problems. At this time, the key issue facing the institution's management is as follows: How to guarantee a high standard of quality and professionalism in bilingual conditions? Indeed, quality issues are crucial, especially since Swiss Universities are currently going through accreditation procedures.

Online questionnaires evaluating the training as a whole have been administered to 3 cohorts of students who completed their bachelor's degree between 2012 and 2017. The specific results concerning the exchange program showed that it was perceived as a «borderline» experience that was both enriching from the point of view of the consolidation of the other language and school practices but also very penalizing with regard to the acquisition of theoretical knowledge. A strong divergence in teaching culture between the two training sites and a difference in quality as well as strong inequities were also highlighted. Last year, the converging results of the surveys have led to a restructuring of the bachelor program and to a better coordination within the institution.

**Key words:** bilingual training, quality, teacher professionalism

## Developing an Online PD Course

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Building any online course requires the detail and dedication that a face to face course does with the additional focus on technology and keeping the students on task as well as engaged. However, the course should not be about the technology, but about the learning and content. This presentation will offer simple, straightforward guidelines on how to create an online course so that the subject matter continues to be the central focus. The basic elements for a course constitute the learning outcomes, the online syllabus, the course outline and how to take these to the online classroom. The foundations to consider when building your course are: the title, the course name, the course description and objectives, the assessment plan and grading, required materials, recommended materials and a course outline which will be presented via a storyboard. A storyboard will be shared, and we will go over some useful technological tools. We will then review the pros and cons of a recent online course. The target audience is teachers who are starting to build or thinking of building online courses and have little to no experience.

**Key words:** Online, PD, PLC, Training

## Contrastive Analysis of English and Chinese Macro-structures for Translation Teaching

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One of the best ways to learn English for Chinese students is to learn the differences between English and Chinese in a contrastive perspective, which has been proved to be an effective approach for English-Chinese translation pedagogy. This paper attempts to show that a better understanding of contrasts between English and Chinese macro-structures (i.e. hypotaxis vs. parataxis, differences in information structure and patterns of cohesion and coherence at the level of discourse) helps learners master translation techniques at the level of language, discourse and culture.

## Humor in Teaching English for Academic Purposes: a Bridge between Cultures and Student Motivation Booster

Claudia Zbenovich & Maria Yelenevskaya  
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Israel

The benefits of using humor in language teaching are seldom contested, yet its application in EAP courses still remains unresearched. Moreover, most studies conducted so far have focused on how instructors, native English speakers, incorporate humor in order to facilitate acquisition of phonological, lexical and structural features of English and more importantly, introduce learners to American and British cultural and societal stereotypes. The goal of this presentation is to analyze how humor works in the context where learners and instructors are non-native speakers, where students are unmotivated since English is not their major, and where classes are multilingual and multicultural - namely the students' perception of humor is perforce grounded in different cultural traditions. We study humor in its manifestation in both the linguistic and social context of teaching EAP courses in Israeli academia and trace the ways in which humor is framed in EAP interaction. More specifically, we discuss the use of humor in pedagogical terms with regard to its capacity to foster students' participation, as well as in sociolinguistic terms with regard to facework and the creation of social order in class. Relying on communicative-pragmatic analysis of course materials, participant observation and auto-ethnography, we discuss humor as part of the instructor's emotional management in the process of teacher-student / student-student interaction and examine it as an emotional constituent of communication in class.

**Key words:** English for Academic Purposes, multilingual student audiences, humor, language-learner motivation, culture learning

## Lecture skills formative assessment using a mobile phone app

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Like in many Expanding Circle universities (Kachru, 1982), ours teaches a semester-long Lecture skills (i.e. note-taking,etc.) lesson to all first-year undergraduates. For almost all KIMEP students, We teach a Lecture skills and note-taking lesson to all first-year undergraduates. For almost all KIMEP students, English is a foreign language, though some

have previous been through English-language high school. The course prepares students to better learn from their disciplinary lectures. We need to impart to students the skills of listening to English, writing clear notes, using visual methods, watching for key academic language (e.g. a definition) and structural language like signposting (e.g. Let's move on to...). One could say however that comprehension of the lesson content is most important. We use a research-derived textbook from an expert in Academic Listening skills (Lynch, 2004) which is accompanied by audio recordings for each chapter on various subjects. Our standard assessments involve video lectures, testing the skills of notetaking, comprehension, summary writing and critical thinking. This talk will be about a technological method of formative assessment of comprehension that requires a mobile phone app. The phone app (Kahoot) provides a multiple-choice question framework for this assessment (Hughes, 1989). Relevant variables include the sequencing of the test relative to the other teaching activities. This test app challenges students to use their skills of interpretation, comparing their notes with the possible answers. The app provides a full data to students and teacher, including the correct answers. It also provides ranking of top scorers for those students who are enlivened by competition, as some of my students are. This study also assessed students' perceptions of participation qualitatively through questionnaires, at each test stage. It is clear that this app also makes the process of learning, and thus note-taking, considerably more interesting.

**Key words:** Lecture skills, Listening comprehension, EAP testing, mobile app, multiple choice questions

### **Обогащение словарного запаса учащихся при изучении английского языка**

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Изучение иностранного языка начинается с изучения иностранных слов. Нет языка без слов, поэтому обучение иностранным словам и обогащение словарного запаса учащихся является основной базовой частью при изучении иностранного языка. Это целенаправленная и трудоёмкая работа, в результате которой возможна развитие речевых действий. В основе каждого слова находится понятия. Слово забывается, если у учащихся не выработаны эти понятия, выраженные иностранным словом. Значит главная задача педагогов выработать понятия иностранных слов в голове учащихся. Нет слова без понятий, как нет понятий без слова.

Одним из самых простых способов образования понятий в голове учащихся это родной язык учащихся, которого мы не можем вытолкнуть из головы учащихся. Значит есть только один выход, родной язык должен помогать в усвоении иностранного и особенно при усвоении лексики иностранного языка. Для этого мы провели исследования применяя понятия активного и пассивного владения лексики английского в течение 5 лет среди свыше 400 студентов вузов города Уланбатора, Монголии. Пассивное владение лексики учащихся отображается когда изучающийся английский язык выражали свои понятия об иностранных словах соответствующими словами родного языка, в частности монгольского, а активный словарный запас выражался когда учащиеся выражали понятия слов родного языка на английский, в результате которой учащиеся успешно могли осуществить речевую деятельность на английском. Мы установили что в результате целенаправленного обогащения словарного запаса активный словарный запас учащихся повысился в два раза, что доказывает что целенаправленное усвоение лексики иностранного языка с учетом родного языка положительно влияет на овладение иностранного языка, в данном случае английского языка.

**Ключевые слова:** понятия, активное и пассивное владение

### **Integrating language objectives into teaching subject content in trilingual environment: a case of GPPW subject at one NIS school in Kazakhstan**

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This paper looks at the teaching in achieving language objectives of Global Perspectives and Project Work subject through the medium of a third language. It addresses by looking at the teaching in trilingual environment, where the main language of instruction is English, while translanguaging implemented in Russian and Kazakh languages based on the NIS program. It then looks at the way the language of content is delivered by GPPW teachers at one NIS school in South Kazakhstan. GPPW involves various subject specific themes for learning, therefore language skills are essential for students to achieve both the learning and language objectives. This paper demonstrates the result of the lesson study and observation. Using differentiated task with a language focus a series of the lessons were designed to discuss global issues in the class. A focus group was high school students with seven learners in a class with various abilities and language skills. This paper argues that subject teachers shall address language use mainly in writing and speaking skills as the learners are engaged in project writing and communication.

**Key words:** language objectives, subject content, trilingual education

## **Socialization of ethnic minorities through language education in Central Asia**

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Central Asian countries represent the multiethnic region where a big number of different ethnic minorities live, consequently, the official language education at schools play a significant role in the process of socialization of these groups with the mainstream society. Successful language education at minority schools can contribute to the social cohesion of a country, aiding stabilization and assisting a peaceful society in which all members are equally represented in the socio-economic, cultural, and political life of the country. This paper is an ongoing part of our previous research project where Kyrgyz minorities in Tajikistan and Tajik minorities in Kyrgyzstan are the research target groups with in-depth analysis of the socialization process through language education. Qualitative and anthropological methods of research studies were employed in this research project which provided very interesting and insightful research findings from Kyrgyzstan and Tajikistan. Research findings show that socialization process of minority groups in these countries is a challenging, contradicting and the society required process. For instance, Kyrgyz minorities in Tajikistan started to send their children to Tajik language schools to learn better Tajik language and have language and cultural capacity to be socialized with Tajik society. However, Tajik minorities in Kyrgyzstan began to adopt Uzbek identity through intended inter-ethnic marriage and school education which provides them an easier socialization process in Kyrgyzstan.

**Key words:** language education, minority, society, Central Asia

## **Instructors' and students' perceptions about academic dishonesty and plagiarism: where do they meet if ever?**

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Academic dishonesty is an ongoing issue nowadays when the open sources on the Web and easy access to them through mobile devices aggravate the problem of cheating and plagiarism. More and more instructors in higher academic institutions across the world report on the growth of plagiarism instances in tertiary education. Besides plagiarism, academic dishonesty is

considered to include other domains such as cheating on various forms of examinations, cheating on tasks – any case of wrongfully aiding oneself or others in order to influence the grade. Reasons why students cheat are widely discussed in the literature as well as the attitudes educators have towards such fraudulent acts. Current research works also investigate less obvious factors in understanding what way of interaction with the source is regarded acceptable in different cultures, either due to nations' philosophical beliefs or because of an educational context that is tolerant of academic integrity abuse. But do instructors understand what real reasons underpin the problem in one particular institution and do they react adequately? Through a qualitative analysis, this study explored the views the faculty and the students of KIMEP University, Kazakhstan, hold on the academic dishonesty itself, its acceptance in educational environment, and the underlying factors for the dishonest academic behavior. The study draws on the oral semi-structured interviews of a cohort of teachers of writing and students who take the writing course at foundation level at the Language Center of KIMEP University. The findings lead to the developing of practical recommendations on reducing the rates of plagiarism and academic dishonesty.

**Key words:** academic dishonesty, plagiarism, cheating, teachers' perceptions, students' perceptions

## **On the issue of English lexis terminologization in the field of computer-mediated learning**

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The aim of this paper is to analyze linguistic peculiarities of formation and development of technology terms founding a basic layer of educational terminology. We base our analysis on investigations of broad range of information sources such as domestic scientific publications on the theme of the research, monographs, dictionaries, web sites of universities, glossaries of educational platforms and learning management systems. This research presents group of terms, traditional, new and the most wide spread that come from the new pedagogical trends such as e-learning, blended learning, digital technologies in education and analyses them semantically. In this paper we make an attempt to identify some of new widespread terms trying to clarify their meaning, paying attention to the meaning of new terms and new trends in word formation. The terms are viewed from the language teacher's position



paying special attention to neologisms used in the learning process. A review of literature on using educational terminology and terminology in general reveals that one of the major challenges in teaching and learning a language is understanding neologisms in educational sphere. Much of the recent research in language teaching and learning has focused on innovated techniques in teaching, computer-mediated communication and many other new issues, which connects teachers and learners with educational platforms (MOODLE, I Cloud), asynchronous discussions, on-line programs, E- teacher programs and using local or global networks. The awareness of neologisms formation and its semantics provides environments for using new effective teaching methods and meaningful interaction between peers, providing exposure to new teaching terms and promotes lingua-cultural as well as communicative competence. Furthermore, it could be even more useful in addressing an on-going problem, that is, professional development and lifelong learning.

**Key words:** terminology, terms, neologisms, technology, tech terms, glossary, foreign language education, language teaching, blended learning, e-learning

### **Discourse as an object of communicative process**

Diana Tuzelbayeva & Ayauzhan Taussogarova  
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The state of linguistic science over the last century is characterized by rapid development and a change of aspects giving to the center of linguistic research. Knowledge, including the linguistic thesaurus, grammatical and phonetic laws of the construction of language units in synchronic and diachronic plans.

The relevance of the research is determined as follows. 1. Discourse is central to the modern various types of communication. Discourse theory is one of the actively developing areas of linguistics. Together with However, many questions of the theory and analysis of discourse remain insufficiently studied. 2. The content and structure of the discourse formed by various speeches statements. However, the specifics of the formation of various discursive types their fullness by illocution types, selection of appropriate syntactic structures and filling in them positions with corresponding lexical units was not the subject of linguistic study.

In recent years, when the development of communicative linguistics has shown the need for a synthesis of ideas developed in linguistics, sociology, psychology, ethnography, philosophy, cultural studies, the term «discourse»

went beyond the limits of text linguistics. To analyze communication, the communicative interaction of individuals, learning a language is not enough.

According to Aryutunova: As well as the types of pragmatic statements developed in the theory of speech acts do not give a complete characteristics of the speaker's speech strategy and do not provide an answer to how to achieve the greatest efficiency of speech, which language tools should be used to achieve the goals. It is likely that the answer to this question can be obtained by carrying out a full analysis of the discourse as a language unit located above the level of the text, however much more complicated than organized subordinate units, including in the paradigm of discursive units social, psychological, kinetic, ethnographic moments.

**Key words:** discourse, type of communication, speech, communicative linguistics, language tools

### **Effective Using Of Task Based Learning In Language Acquisition**

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Minutes 0-5 Introduction of TBL:

TBL (Task Based Learning) is one of the newest approach of teaching language. This method focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. It benefits students, because it is more student-centered, and gives a great opportunity to create a real communication. In this method oral communication plays a pivotal role in teaching and learning procedure.

Minutes 6-10 Explain life tasks related to TBL

The tasks related to TBL can include visiting a doctor, conducting an interview, or calling customer service for help. Being in such kind of position students may gain huge experience how to overcome obstacles which they faced? These activities shows a real life and learners pay attention to the meaning, they may use any language they want.

Minutes 11-15 Explain How TBL is motivating To students

By using TBL students can product their skills due to their level and students can focus on their own achievement after using language skill where they are required; often provides for practical extra-linguistic skills; as the tasks are likely to be familiar to the students they are easily engaged in the task which may further motivate them in their language learning.

Minutes 16-20 Discussion in Small Groups

In what skills TBL will be more useful?  
How can we get help from our stronger students?  
What other issues can we face to while using TBL in our classes?

At the end of presentation, participants will be able to use TBL in their classes. This presentation supports the theme of the conference with increasing learners' cultural outlook; oral communication, critical skills, social skills and productivity.

**Key words:** TBL, authentic atmosphere, real communication

### **Listening challenges for English language learners**

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Developing listening skill in a foreign language is an essential part of language learning and teaching process. Listening is a vital skill for the achievement of full mastery of the four language skills in order to enable students to fulfill academic tasks at tertiary level. My 16 -year observation and practice in Public Education shows that our students have challenges in listening to cope with their academic courses at institutions of higher learning. In my point of view, most students need to be taught how to practice and improve listening properly. At the same time, all four skills are interconnected. It means that listening can be best only when the learner will be able to use reading and writing at the same time consciously. Hence, the main idea of this presentation is to demonstrate both the theoretical and practical elements which will be based on the topic "Listening challenges for English language learners. " We shall focus on introducing one of the ways of accomplishing this by applying some activities. The first part of the workshop will deal with the teaching strategies and recommendations for future ESL teachers according to learners' needs. Then in our practical part, we shall encourage the audience to apply and practice what has been presented and to comment as each refresh their English skills one by one with open feedback on professional experiences. We will finish the workshop with suggestions how to provide a supportive learning environment for the future EFL teachers.

**Key words:** listening skill, challenges, improve listening, teaching process, consciously

### **7x7 Paraphrasing Method: Developing paraphrasing skills**

Dildora Hamrakulova  
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Plagiarism can be both intentional and unintentional and can happen in many forms including full papers, paragraphs, sentences, or ideas. Plagiarism can also occur when using spoken words, statistics and numbers, emails, websites, or many other sources. This main purpose of this workshop is to share a 7 step process including 7 «changing word» strategies. These tasks will help learners confidently identify and create their own paraphrases. And also it will provide with the suggestions for quoting and paraphrasing and including full citation information for each sources.

### **Peculiarities of a deep approach to reading**

Dilnoza Sultanova  
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The article analyses issues of the English language teaching concerning a foreign language mastering the skills of reading. The paper focuses the reader's attention on critical thinking to develop and highlights the main differences in delivering the English language to the students who study linguistic study linguistic subjects. Nowadays it is difficult to overestimate the importance of the English language that helps them to communicate with foreign colleagues and share their thoughts or ideas; also the stress of the article is put on necessity to use individual and differentiated approach because students mostly have different level of knowledge. At the same time one of the most important thing during working with future translators and teachers of English is reading which allows giving the information not only about language but also about culture and history. Most students employ non university strategies to read academic texts, which result in students taking a surface approach to reading. This paper discusses some strategies, examples, and resources aimed at promoting students to take a deep approach to reading. The major tenet of this article is that if teachers explicitly teach students how to read academic texts in aligned courses where students have ample opportunities to engage in reading activities throughout the term, then students are more likely to adopt a deep approach to reading. It begins with a discussion of the difference between a surface and a deep approach to

reading. It then recounts an action conducted to analyze whether explicitly teaching and learning activities designed to encourage students to actively engage in deep reading in aligned courses, makes a difference in the approach students take to reading. Finally, it discusses teaching and learning activities aimed at fostering students' adoption of a deep approach to reading.

**Key words:** critical thinking, linguistic subjects, deep approach, tenet, explicitly, aligned courses

### **Applying blended learning approach in Project-based learning for English language classroom: teachers' and students' perception**

Dilraba Anayatova  
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In recent years, there has been a push towards innovative methodologies of English language teaching including blended learning approach and project-based learning (PBL). However, there is a lack of both training of teachers and research on blended learning in Central Asian higher education institutions. This case study takes place in the department of Engineering with second year students attending English for professional purposes at the University of Suleyman Demirel. "Schoology" was chosen as a platform for blended-learning (learning management system (LMS) and «WebEx» for online learning platform. The aim of the study is to explore students' and teachers' perception on blended learning and to compare two groups' motivation (blended classroom and fully online classroom). Also, four aspects of PBL was implemented as a methodological tool: challenging problem, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product. Aspects of assessment according to a Gold standard PBL unit will be provided: critical thinking/problem-solving, collaboration and self-management. The study will adopt mixed research method including qualitative interviews and surveys, as well as bibliometrics and analysis of related statistical data.

**Key words:** blended-learning, project-based learning, Professional English, perception, motivation

### **Тилшуносликда метафора ва метафорлаштириш**

Дилрабо Бахронова  
УзГУМЯ, Узбекистан

Ҳозирги кунда метафора ва метафоралаштириш ҳамда турғун ўхшатишлар лингвомаданий, лингвокогнитив, прагмалингвистик ва бошқа нуқтаи назарлардан кўплаб тилшуносларнинг тадқиқот объектига айланмоқда. Чунки, оламнинг лисоний манзарасида метафорик моделлаштириш реал борлиқнинг деярли барча объектлари муайян белгини ифода-лашга қодирлиги билан белгиланмоқда. Бунинг натижасида турли давр ва маконларда ўзига хос метафоралар вужудга келади, яъни метафоранинг динамиклиги исботланади.

Квинхилиан метафорани тушуниш борасидаги ўз назариясини ривожлантирар экан, ушбу лисоний ҳодиса аҳамиятини таърифлаб, «метафора, бегона жойга ўрнашганида, ўзи сиқиб чиқараётган тушунчадан кучлироқ бўлиши керак», деб таъкидлаган [Уфимцева 1986, 219]. Бу фикр метафорани нейтрал иборадан афзал кўрган гапирувчилар нима сабабдан бундай қилишларининг сабабларини тушуниш имконини беради. Шуни таъкидлаш лозимки, антик риторика вакиллари образнинг ролини унчалик таъкидламаганлар ва метафорада фақат семантик кўчиришни кўрганлар. Умуман олганда антик риторика ташқи шаклларни таърифлаган ва ҳодисани чуқур ўрганиш мақсадини қўймаган.

### **Autonomous learning**

Dinara Dauletbayeva & Dina Abdrakhmanova & Baibussinova Zhadra  
M.Narikbayev KAZGUU University

After joining the Bologna Process, Kazakhstan started working actively towards incorporating its main features into the higher education system to integrate into the European Higher Education Area more effectively. One item which did not receive appropriate attention in the curriculum design is the development of autonomous learning among students through the use of Information and Communication Technologies.

This study investigates the understanding of autonomous learning by English language teachers and students at a Kazakhstani university, what efforts teachers undertake to enhance its efficiency, and whether students pay appropriate attention to this mode of studying.

The research was aimed at identifying the attitudes of university teachers and students towards autonomous learning, factors which make it more effective and challenges they encounter. Conducting semi-structured interviews gave an opportunity to get a better insight into the issue of autonomous learning.

Based on the findings it was revealed that the main role of a teacher in autonomous learning is being a facilitator or guide, while ICTs are important for out-of-class teacher-student interaction and can enhance the process of autonomous learning. The major challenges pointed out were that students are not motivated to study independently and there is no enough planning for autonomous learning in the curriculum of the course.

Therefore, it might be concluded that teacher's role must be clearly identified in autonomous learning; the use of ICTs should be enhanced; more emphasis should be placed on student's motivation and independent learning should be clearly outlined in the curriculum.

**Key words:** autonomous learning, independent learning, ICTs

### **The formation of professional-cognitive competencies of a future primary school foreign language teacher**

Dinara Tulekenova

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The article considers the issue of training a primary school foreign language teacher. The content of the article is aimed at revealing the main approaches to form professional-cognitive competencies of the future teachers. It emphasizes that it is necessary to develop future primary school foreign language teacher's key, subject and special competencies; it analyses, the competency-based foreign language education developed by S.S. Kunanbaeva; it provides competency-system which is necessary for the concept of primary school FL teacher; it makes the inference about the necessity of integrating the concept profile in FL teacher training.

The importance of the development of professional-cognitive competencies of teachers is determined by the fact that the teacher should respond to any changes in the social sphere, should be able to adapt to these changes. The article is intended for foreign language teachers, students, graduates, working on research in the foreign language teaching sphere.

**Key words:** competence, professional competence, professional-cognitive competencies, a model of the teacher

### **Criteria based assessment as a sub-competence of pre-service foreign language teacher**

Dinara Badayeva & Gulnara Kassymova  
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Teacher education institutions should respond to the demands of the twenty-first century labour market, that include the development of such skills as communication, collaboration, ICT skills, and also creative and critical thinking skills. Therefore, pre-service teachers are expected to have a working knowledge of all aspects of assessment to support their instruction and to effectively respond to the needs and expectations of students, parents, the school community, and society. The present research aimed to investigate the development of pre-service English as a foreign language teachers' competence in criteria based assessment. Most papers, works presented in this field consider more general issues, while in this research the focus is particularly on pre-service foreign language teachers and educational potentials in the developing criteria based assessment skills. Two different methods was adopted for data collection: observation and survey. The population of the research are students of the major "Foreign Language: Two foreign languages", Suleyman Demirel University.

**Key words:** pre-service teacher's competence, criteria-based assessment, Language Teacher Education

### **Modernization of training pilots in JSC "Civil Aviation Academy"**

Dinara Zhunussova & Zhansaya Janpeisova  
JSC "Civil Aviation Organization", Kazakhstan

This research has been explored in JSC "Civil Aviation Academy" and based on the Nation leader's article to Kazakhstani people. Findings suggest updating educational process in Academy and programs in training competitive specialists in the sphere of CA, particularly pilots and ATCs. New directions of education should be implemented in education process of Civil Aviation Academy to form professional competence of future pilots' and ATCs.

This proposal emphasizes on the current status of educational process in JSC "Civil Aviation Academy" and efficiency of implementing basic steps of President's article in vocational technical educational system in Civil Aviation Academy. The relevance of the modernization of the educational system of Kazakhstan is determined by the importance of the social function - the

development and transmission of knowledge that plays a key role in the division of labor in modern society. A highly efficient educational system is one of the main factors for ensuring sustainable growth of the country's economy and Kazakhstani society. The goal of the ongoing reforms in the educational system of our state is to ensure its qualitative transformation in a market economy, taking into account globalization. The reform of education requires the creation of new legal, scientific and methodological, financial and material conditions. This proposal focuses on modernization of educational process in Civil Aviation Academy on the bases of State documents. So, JSC «Civil Aviation Academy» has made a significant progress in reforming its higher vocational educational system and moving towards a market-driven system. Since 2003 education reforms and changes in educational process of academy have had a huge impact on the formation of students' professional competence in the sphere of civil aviation. JSC «Civil Aviation Academy's» policy is aimed at reforming the higher vocational educational system to meet the needs of a modern competitive economy based on international experience. It sums up with a brief description of the higher vocational educational system's strong points and outlines areas which have been identified as offering scope for improvement.

**Key words:** aviation, methodology, CLIL, modernization, approach.

### **Learning Styles: Identification and Utilization in EFL classroom**

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Do you remember things better if you read them or hear them? Do you like to repeat new vocabulary, study it while you are walking or make flashcards? It depends on the individual student. Different people learn in different ways. These different ways are called learning styles. A learning style is a way a person learns best, understands best, remembers best and utilizes the learned materials best. In an EFL classroom, we have different student learning styles: some are visual or auditory learners, some are kinesthetic or tactile learners. We need to remember to use different activities so that all our students can learn.

This interactive workshop will introduce only one classification of learning styles out of many that exist in the field of education. The session has the following objectives:

- introduce the concept of learning styles
- help participants identify their preferred learning style/s

-discuss the importance of being aware of learners' learning styles in teaching

-discuss alternative ways to present and utilize using these differences

The presenter will organize 'The Animal School' (Adapted from Dr. R. H. Reeves) activities to raise participants' awareness of learner differences. 'What are Learning Styles?' activity will introduce participants to the concept of learning styles. Also, participants will do the 'Learning styles' quiz to identify their own dominant learning characteristics. Through 'Task adaptation' participants will practice adapting exercises to cater for different learning styles and reflect on the use of learning styles in various activities.

Workshop outcomes:

-All learners are different and therefore they learn in different ways.

-It is important for teachers to appeal to all four learning styles to make their teaching effective and to keep all their learners involved.

**Keywords:** learning styles, visual, aural, verbal, physical

### **An Examination of How Learners and Instructors Feel, Respond to, and Value Corpus-Driven Activities**

Durdona Pulatova  
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Understanding the affective domain is an important aspect of second language acquisition. In this presentation, the researcher describes a study which investigates responses of teachers and students to using corpus-driven activities in their classes and examines how learners and instructors feel, respond to, and value this currently unconventional teaching/learning tool.

Instructors in academic and pre-academic settings in both second and foreign language settings were provided with two intermediate level corpus-driven activities, one speaking and one writing, as well as training in how to present and carry out said activities. After the activities were completed in class, students and instructors were administered a questionnaire on which they used a four-point Likert Scale to answer questions concerning the activities; participants were also given the opportunity to respond to two open-ended questions. Results from this study may help shed light on the affective implications of corpus-driven activities, exploring whether or not students enjoy such activities or feel they learn from the activities and whether teachers would regularly use corpus-driven activities if they were readily available or feel such activities are beneficial to students. We believe the study will show that teachers can assume students are ready and eager to embrace corpus driven activities, although they may appreciate them more alongside traditional activities.

**Key words:** corpus-based activities, corpus

## Complex Sentences in Turkish Syntax

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Formal and semantic criteria for identification of simple and complex sentences are singled out. The special features of the Turkish syntax are given compared to the syntax subsystem of the Russian language. The article offers an example of single-step binary systematization of the complex sentence types in the Turkish language. This paper mainly presents a Turkish sentence generator for producing the actual text from its semantic description. To concentrate on the text generation rather than text planning, we assume that the lexicalized semantic description of the text is produced in some way, currently given by hand. In the generation, we need a linguistic theory to describe the linguistic resources, and also a software tool to perform them in a computational environment. We use a functional linguistic theory called Systemic-Functional Grammar (SFG) to represent the linguistic resources, and FUF text generation system as a software tool to perform them. In this paper, we present the systemic-functional representation and realization of simple Turkish sentences.

**Key words:** Syntax, sloppy, semantic criterion, formal criterion.

### Multilingualism as a Key to Tolerance, Learning and Understanding

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Having worked in international schools for more than 7 years, I have come across several problems that bilingual or multilingual learners face in their language classes and especially in content-based instruction lessons. The majority of Uzbek parents, who place their children in international schools, insist on the use of the language of instruction only, believing this would help their child to develop confidence and fluency in a relatively short time. The issue is controversial as some teachers support full immersion into a new language and would not want to hear other languages in their classrooms which may distract students from learning. However, this might result in a refusal to use the home language (home language) in the future, as students may feel ashamed of their own culture and even abandon home traditions due to the perceivable superiority of the instructional language.

This paper is about the philosophy used at Tashkent International School, which enables students from various backgrounds and cultures to engage in the curriculum successfully, become active participants in cultural and language exchange and to develop an understanding and appreciation

not only of other students' cultures and languages but also to increase love and appreciation of their own. This tolerant attitude towards ethnic identities makes it possible to celebrate differences and increase intercultural understanding and international-mindedness.

I would like to share pieces of good multilingual practice of working with Elementary School children, such as ways of communicating meaning using total physical response (gestures, facial expressions, etc.), making connections through personal experiences and ways of encouraging language exchange when it comes to understanding the languages of Technology, Music and Art. I hope teachers from other international schools will find this practice valuable in helping their students keep their cultural and language heritage and to ensure their learning thrives in knowledgeable and caring community.

**Key words:** Intercultural communication, bilingualism, multilingualism, international mindedness, language exchange, content-based instruction.

### Features of using the method of polylogical communication in the formation of foreign language communicative competence

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This article presents the method of polylogical communication in the professional activity of the future specialist. The relevance of the research topic is determined by the fact that polylogical communication is the most important form of language communication of people, but still it remains poorly studied even in its most elementary manifestations. Some scientists reduce polylogical communication to dialogical; meanwhile, available evidence of polylogical communication suggests that polylogical communication has a number of properties that are not reduced to the properties of dialogical. Polylogical communication (polylogue) or group communication is a very peculiar form of speech activity, which combines the components of dialogue and monologue speech. Polylogue implements a collective form of mass communication.

The paper proposes the types of English polylogical communication and demonstrates their specific identification in different types of communication. Essential indicators of the polylogue structure are firstly, the number of replicas, secondly, the number of communicators, and thirdly, the number of dicta implemented in the replicas. On the subject of the article, polylogs can be divided into groups: polylogs on everyday topics, polylogs on nature conservation. Taking into account the themes and social status of participants

in dramatic works, it can be said that the most common themes of polylogue participants of equal and unequal social status are everyday topics, topics about nature, about the environment. People who are engaged in natural conditions mainly speak about the nature.

Thus, in the study of English polylogical speech, it was possible to single out a polylogue into an independent, more complex form of communication compared to dialogue, which has a number of essential intrinsic properties. As a result of research the developed classification of polylogs is offered. Being an independent form of communication, polylogical speech should be reflected in the multi-aspect educational practice.

**Key words:** polylogical communication, professional oriented study, foreign language communicative competence

### **Translation of the televised political interview with regard to its structural peculiarities**

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The task of winning and retaining power is central to political communication. This task is solved by politicians by manipulating the public consciousness, imposing certain stereotypes on the audience, forming opinions and assessments. One of the most frequently used genres of political communication is a political interview. The article examines the compositional features of a televised political interview. The following structural parts of the televised political interview are analyzed: introductory part, main part and conclusion. The analysis of the structure of the English televised interview was carried out on the example of the interview of American political analyst, expert in the field of international relations Fareed Zakaria with former US Secretaries of State Colin Powell and Madeleine Albright. Knowledge and consideration of the peculiarities of the compositional structure of the televised political interview contributes to the achievement of adequate translation. These peculiarities largely define the specifics of translation in the field of mass communication, in particular, the translation of the televised political interview.

**Key words:** Political interview, compositional peculiarities, structure of political interview, dialogue, remark, adequate translation

### **Strategic initiatives on further improvement of the activity Branch of Russian State University of oil and gas (NRU) named after I.M.Gubkin in Tashkent, Uzbekistan**

Elzara Yuzlikaeva

Branch of Russian State University of oil and gas (NRU) named after I.M.Gubkin in Tashkent, Uzbekistan

Large-scale projects being implemented in national Oil and gas sphere result in the need for new type of higher educational institution. Branch of Russian State University of oil and gas (NRU) named after I.M.Gubkin in Tashkent is the main supplier of specialists for the enterprises of country's Oil and gas sphere. The Branch's goal is maintaining competitive advantage both on national and international level and achievement of this goal required new organizational and effective decisions. The Branch has to eliminate existing barrier between fundamental and applied researches, which are very important for the Oil and gas industry, from one side and tendencies, existent on contemporary stage in the higher education in the field of Oil and gas sphere from the other side. Structural components of educational and scientific processes on the given development stage do not correspond fully with requirements formed in research universities. Leading universities, such as Heriot-Watt University (England). French Institute of Petroleum (IFP), Stawanger University (Norway) are in possession of significant funds, which enable initiation of new research directions, support of education programs, hiring of outstanding scholars and scientists of the field. The Branch cannot compete in this field, as it's involvement of export-import of knowledge and education services is limited.

### **Педагог нутқининг таъсирчанлигини таъминловчи омиллар**

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Педагогик нутқ ўқувчи (талаба) ва ўқитувчи (педагог) орасидаги ахборот ташувчи восита ҳисобланади. Узатилаётган ахборотнинг тўлиқ ва таъсирли етказилиши учун нутққа бир қанча талаблар қўйилади. Буларга нутқнинг коммуникатив сифатлари киритилади.

Педагог нутқининг таъсирчанлиги талабаларнинг узатилаётган билим ва ахборотга бўлган муносабатини шакллантиради. Тақдим этиладиган ахборотнинг манзилга тўлиқ ва сифатли етказилиши нутқнинг таъсирчанлиги орқали амалга оширилади.

Нутқининг коммуникатив сифатлари унинг таъсирчанлигини оширишга ҳам хизмат қилади. Бироқ, том маънода таъсирчанликни таъмин-

лашда қуйидаги омилларнинг ўрни муҳимроқ: 1.Педагогнинг мавқеи. 2.Нутқ услуги. 3.Нутқ тони. 4.Ифода топқирлиги. 5.Нолингвистик омиллар.

Педагогнинг мавқеи. Ҳар қандай нутқнинг таъсирчанлигида нотикнинг мавқеи муҳим ўрин тутди. Аудиторияда мартабали ўқитувчи нутқи ҳал қилувчи рол ўйнайди. Педагог мавқеи турли хил мезонлар билан белгиланади.

Нутқ услуги. Нутқ услуги ҳам педагогик мулоқотда таъсир доирасини кучайтиришга хизмат қилади. Тингловчиларнинг кайфияти ва мулоқот жараёни вазиятига қараб нутқ услуги танланади.

Нутқ тони. Таъсирчанликни таъминловчи омиллардан яна бири нутқ тонидир. Тажрибали педагоглар мулоқотнинг мазмунига қараб овоз кучини ўзгартириб туришади. Нутқ жараёнидаги тўхталишлар, овоз пардасининг кўтарилиши ёки пасайиши тингловчининг диққат эътиборини ушлаб туришда муҳим аҳамият касб этади.

Ифода топқирлиги. Маъруза ёки амалий машғулот жараёнида уза-тилаётган ахборотнинг мазмунига мос шакл танланади. Инсон тафаккуридаги тил бирликлари бир мазмундаги ахборотни бир неча шаклда уза-тиш имкониятини беради. Вазиятга ва мақсадга мувофиқини танлаш эса нотикнинг ифода топқирлигига боғлиқ.

Нолингвистик омиллар. Талабалар диққатини тортишда нолингвистик омиллар (педагогнинг ҳаракатлари, мимикаси)ни ҳам эътибордан четда қолдирмаслик керак. Педагогнинг нутқ жараёнида юриб гапириши, тўхтаб қолиши, қўлларининг ҳаракати, нигоҳи ва юз ҳаракатлари (мимика) ҳам тингловчилар диққатини жалб қилади.

Хулоса қилиб айтганда, нутқнинг таъсирчанлигига эришиш учун унинг коммуникатив сифатларидан ташқари юқорида санаб ўтилган омилларни ҳам ҳисобга олиш зарурдир.

### **Sonni o'rganishda tarjima qilish bilan bog'liq bo'lgan muammolar**

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Among the most complex problems Modern linguistics is studying at the present time the linguistic aspects of the inter-language speech activities which is called "translation", or "translating" takes the main place. One of the main tasks of the translator is to give the meaning of the original text maximum completely.

In translation numbers make some difficulties either. Of course, numbers are of importance for the language learners, though they are of no quite significance, the student or learner who is studying English and Uzbek comparatively may not externally notice the difference between them, but if it

is considered interiorly, we can see the numbers in English noticeably differ from the ones in Uzbek.

Taking these questions into account, in this paper we conducted some investigations about translation and find it worth showing the frequently met mistakes to ourselves and other future translators in order to pay attention this paper as a manual about the problems of translation.

We can see the common and distinguished features of the numbers in English and Uzbek. Of course, as it has been mentioned above, there are differences in the morphological structure of the numbers too. Many features of the number have been studied by the scientists and linguists. Its peculiarities have been researched in a number of books, textbooks and scientific works in Russian, English and Uzbek. From the viewpoint of translation it is rich in the particular interesting facts and requires investigations. In our paper we gave our opinion about these above mentioned problems and questions that can be frequently met in translating the number into Uzbek from English or into English from Uzbek and proved our opinions by several examples.

**Key words:** Number, translation, linguistics, fractional number, ordinal number, cardinal number, morphological, structure, syntactic way, chronological dates

### **The Role of Multilingual Education for Workforce Development in Kazakhstan**

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This paper explores the multilingual education for workforce development in Kazakhstani higher education and preparation of students and graduates for the future work, thus meeting the economic and social demands of an increasingly competitive labor market. The study highlights relevant foreign and national comparative research and practice in this thematic area, providing the theoretical analysis of scholarly approaches, as well as practical and methodological implications on the basis of implementing multilingual instruction at Kazakhstan's higher educational institutions.

The paper considers the role of multilingual instruction and particularly English language training in workforce development through the case study of Kazakh National Agrarian University, the leading agricultural university in Kazakhstan. I argue that successful approaches include increasing English language learning services accessibility, and promoting initiatives where language preparation is integrated into university programing.



The paper focuses on the conceptualization of multilingual education (MLE) in the context of the educational framework, i.e., simultaneous teaching in three languages – Kazakh, Russian and English. MLE implementation comprises reforming state standards and curricula with the aim of introducing new courses in English language, which enhance students' employability and contribute to their succeeding in professional settings.

The paper is based on data including interviews with students, graduates, faculty from Kazakh National Agrarian University, industry representatives and surveys of universities around the country. It also draws from materials including international and national professional frameworks, as well as the personal experience of leading the Institute for Multilingual Education for four years (2012-2016).

The paper results provide the higher education community in Kazakhstan and elsewhere with recommendations for developing multilingual instruction to help ensure that graduates achieve their professional career goals.

**Key words:** workforce development, competitive labor market, multilingual instruction, employability, professional setting.

### System of Appraisal and Critical Reading

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Critical reading does not receive the given text at its apparent worth, but engages an intense, relatively deep inspection of the argument for the possible identification of author's intended reasoning. "Reading critically" is a conceptual process. «Critical reading» implies teaching the students the way to think while reading. It is described as «learning to evaluate, draw inferences, and arrive at conclusions based on evidence» (Collins, 1989). Teaching critical reading is finding its way into the curriculum of English as ELT pedagogy. Martin & White (2005) advocates the efficacy of Appraisal system in developing the quality of teaching "critical reading". This study, engaging appraisal framework as a tool to enhance the teaching of reading comprehension skills, experimented 25 advanced level English language learners at International Islamic university, Islamabad. Pre-tests and post-tests in general reading and critical reading were administered in Fall 2018. Critical reading tests and observation sheets were developed for the study. The comparison of pre and post evaluation of the group suggested that the use of appraisal system enhance reader's capability to understand interpersonal aspect of written text and facilitate reader's competence to decode semantics of discourse with reference to fact and opinion.

**Key words:** Critical reading, appraisal, ELT pedagogy

### Креативная идентичность: казахский национальный алфавит, основанный на латинской графике, и процесс письма

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Совершенствование навыков креативного мышления студентов в реализации процесса письма через казахский национальный алфавит, на основе латиницы – актуальная проблема в методике преподавания современного казахского языка. В Республике Казахстане осуществляется постепенный переход казахской письменности на новый национальный алфавит, основанный на латинской графике. Утвержден новый алфавит, всесторонне обсуждается его правописание.

Особое значение при изучении национального алфавита имеет процесс письма. Ведь точность написания зависит от правильного, грамотного обучения алфавиту на латинской графике. Важная роль письма в формировании грамотности была доказана еще в начале прошлого века казахскими учеными: «Грамотность вызвана не потребностями чтения, а потребностями письма. Основа грамотности – письмо» (А. Байтурсынов, 1991). «Орфография и терминология имеют отношение ко всем отраслям культуры языка, начиная с обучения грамоте и заканчивая высшими формами проявления языковой деятельности...Поэтому тот или иной характер орфографии и терминологии в значительной мере определяет доступ широких масс к грамотности, к культуре вообще» (К. Жубанов, 2013).

В работе обоснованы мнения ученых о грамотности с научно-методической точки зрения. В методику обучения казахскому языку внедрен термин «письмо» и дано его определение. Письмо – сложная речевая деятельность, основанная на графической, фонематической системе языковых единиц; одинаково включающая содержание и форму языкового материала в отношении лингвистических, психологических, физиологических, методических особенностей, способствующая коммуникативному общению людей (Ф.Ш. Оразбаева, 2009).

Для того, чтобы правильно передать мысль, студент должен знать графические символы, которые точно выражают значение сообщения, а также правила его сочетания. Коммуникант должен грамотно выразить мысль, так как письменная речь выполняет коммуникативно-познавательную функцию, и идентична креативному мышлению. Для совершенствования креативного мышления студента необходимо научить его эффективно использовать коммуникационные единицы в письме, приводить конкретные аргументы, умение логично выражать свои мысли, предлагать решения сложных вопросов, приводить решительные, четкие и ясные аргументы в защиту своих доводов.

## Book seller project

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The purpose of my intention in presenting BOOK SELLER PROJECT is to share with my colleagues about the rising interest in reading books through some projects. The biggest problem in our country is that today's youth spend less time on reading books. During my 17-year-career I have done lots of projects in order to raise students' awareness and get them involve in reading but the most effective project was the one I had in the USA for UMass Lowell students. After coming back from the US I have applied this project with my 1st year students and got excellent results. According to the project I will demonstrate the trailer of the bestseller book and explain my reason why I persuade them to read. Students will have criteria for "Reason for buying". Students put scores according the scale. I do know this project will be beneficial both for students and teachers as well.

**Key words:** project, media , trailer, criteria

## O'zbek tilini ikkinchi til sifatida o'zlashtirishda orfografiyaga oid masalalarga psixolingvistik yondashuv

Feruza Sharopova

Alisher Navoiy nomidagi o'zbek tili va adabiyoti universiteti O'zbekistan

O'zbek tilini ikkinchi til sifatida o'rgatish va o'rganish XIX asrning oxirlaridan, ya'ni rus-tuzem maktablarida boshqa millat vakillariga saboq berilgan vaqtlardan boshlangan. Rus guruhlarida o'zbek tili ta'limi bilan bog'liq ilmiy-metodik va o'quv-uslubiy ishlar 60-yillardan so'ng rivojlana boshladi.

Shu vaqtga qadar o'zbek tilini o'qitish masalalariga bag'ishlangan bir qancha tadqiqot ishlari yaratilgan. Ularda rusiyzabon o'quvchilarning nutqini o'stirish, so'z boyligini oshirish, matn tuzishga o'rgatish kabi masalalar yoritilgan.

Rusiyzabon o'quvchilarda quyidagi holatlarda ko'plab kamchiliklar uchraydi:

- og'zaki nutqdagi shakli adabiy tildan farqlanuvchi so'zlar imlosida;
- qo'shimcha qo'shilganda o'zakda o'zgarish sodir bo'ladigan so'zlar imlosida;
- "x" va "h" harflari qatnashgan so'zlar imlosida;
- "o" va "o'" harflari qatnashgan so'zlar imlosida.

Ushbu maqolada 8-sinf rus guruhlarida ta'lim olayotgan o'quvchilarning

yozma savodxonligi tekshirilib, "x" va "h", "o" va "o'" imlosida yo'l qo'yiladigan xatolarning mohiyatini tahlil qilish uchun 8-sinfda o'qiydigan 38ta o'quvchi bilan tajriba diktanti o'tkazildi.

Tajriba natijalari shuni ko'rsatdiki, "o'" unlisining "o" tarzida yozilishi, "o" unlisining "o'" ko'rinishida yozilishidan qariyb bir yarim baravar ko'p. Mazkur holat "o" grafemasining o'quvchilar o'zlashtirayotgan ikki tilda ikki xil va bir-biriga yaqin fonemani ifodalashi bilan bog'liq. Shuningdek, o'zbek tilining orfografik va orfoepik qoidalarida an'anaviylik tamoyilining qo'llanishi, o'quvchilar ongida mazkur grafemaning ham "o", ham "o'" tovushlari bilan assotsiatsiyalanishiga olib kelgan. "O'" unlisining "o" tarzida nisbatan ko'proq yozilishi ta'lim tili bilan bog'liq holda o'quvchi ongida "o" grafemasining "o'" fonemasi bilan aloqasi nisbatan kuchliroqligini bildiradi.

"H" va "x" grafemalarini qo'llashdagi xatolarning soni deyarli bir xil. Bu o'rinda "o'" va "o" unlisidagi kabi ma'lum grafemaning ustunligi kuzatilmaydi. "H" va "x" unilari talaffuz jihatidan bir-biriga yaqin, og'zaki nutqda aksariyat o'zbeklar ikkalasini ham bir xil talaffuz qiladi. Psixolingvistik nuqtai nazardan bu bir tovushning ikkita grafemaga bog'langanligini bildiradi.

Xulosa qilib aytganda, ma'lum tildagi savodxonlik til birliklarining bir-biri bilan aloqasini to'g'ri o'zlashtirish demakdir.

## Cultural contexts for grammar ideas

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We will present an active learning workshop where participants will use strategies to make grammar learning more applied and authentic. Participants will be asked to evaluate the usefulness and culture bound elements of sentence level applications of modals and past tense modals from several EFL textbook treatments. With a variety of materials for building board games, participants will brain storm ways to build situational knowledge to improve students' expressive accuracy and understanding of the intentional and socio-emotional impacts of modal use.

**Key words:** active learning

## Exploring Intercultural Competence in a Multi-cultural Workplace in Japan

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Communicators from diverse backgrounds tend to have culture-specific assumptions, perceptions, expectations and practices, as well as varying levels of proficiency in the primary language of communication. Such factors may lead to an imbalance of power relations among intercultural communicators in the workplace. The research on which this paper is based on aims to explore the experiences of participants with respect to their perceptions and construction of their cultural identities and demonstration of their intercultural competence. The overall study is based on analysis of transcribed data (meetings and interviews) and ethnographic observations. The data for analysis came from an intercultural context of staff meetings among colleagues within a research institution in Japan. This particular institution was selected as a setting for data collection because it has a long history of employing workers from different cultural and linguistic backgrounds. This study examines some aspects of how participants actually demonstrate intercultural communication competence by examining their use of communication strategies. Results revealed that interactional dominance by some participants manifested itself culturally and linguistically in the meetings. However, at the same time, it revealed that speakers with intercultural competence possess the ability to negotiate cultural meanings and to execute effective communication behaviors in a specific environment by fulfilling their own communication goals. By discovering some of the communicative competence and communication strategies employed by participants through discourse analysis, this presentation illustrates how those strategies can minimize the asymmetry of power relations among communicators from different cultural and linguistic backgrounds, and promote more collaborative work to solve intercultural communication problems. This study contributes to the wider research goals of exploring how affective factors as intercultural sensitivity, empathy, open-mindedness, and nonjudgmental attitudes can help reduce the power asymmetry among multicultural communicators in the workplace.

**Key words:** Multiculturalism, Cultural Identity Construction

## Translating Viktor Tsoi

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On the 21st of June 2018 -- this past Midsummer Nights' Eve -- a bronze statue of a young man wearing a jacket with a turned-up collar was installed on a street corner in Almaty, Kazakhstan. The installation attracted dozens of revelers, who camped on the surrounding benches until the wee hours of the morning, strumming guitars and singing in chorus. They finally had a statue to their hero Viktor Tsoi, a legendary Soviet rock musician who would have turned 56 years old that night, had he not perished in an automobile accident, half-a-lifetime earlier, at the age of 28. The Almaty statue was the second monument to Tsoi to be erected in Kazakhstan in less than a year. But it was actually only an official manifestation of a much older cultural phenomenon. The spontaneously graffitied "Tsoi Wall" -- with its hand-scrawled motto "Tsoi zhiv'!" -- had been a fixture on the CIS urban landscape for almost thirty years. Tsoi earned such devotion from his fans in part because he wrote songs that compared favorably in quality (often very favorably) to the best rock music of the 1980s, produced anywhere in the world. But in doing so, he also gave voice to the last generation of the Soviet Union, the children of glasnost' and perestroika, who found themselves confronted with the equally exhilarating and terrifying prospects of a market economy and a resurgent ethnic nationalism -- a generation that, not coincidentally, is now coming to maturity across the CIS. Tsoi in short became a harbinger -- and in many ways a symbol -- for the chaotic, creative cultural space that the Soviet Union was about to become. For all of these reasons -- as well as for Tsoi's personal and artistic connections to Central Asia -- his work is well-suited for foreign language teaching and applied linguistics in the region. This presentation looks at ways in which millennials at an English-speaking university in Central Asia have approached Tsoi's lyrics, both as texts for translation and as objects of literary interpretation. In fact, translating and interpreting Tsoi in English is something more than an academic exercise. It directly addresses the vast asymmetry in cultural influence between East and West that has obtained since Tsoi's lifetime -- and above all in popular culture. The question is often posed to students thus: "Why is there a statue of the Beatles in Almaty? But not a statue of Viktor Tsoi in Liverpool?" In this presentation, we analyze work by language students as they struggle to convey and explain why Tsoi became such a meaningful figure for their parents and older siblings and, by extension, for their own generation.

**Key words:** translation, music lyrics, post-Soviet culture

## Abdurauf Fitrat asarlarining xorijilik olimlar tamonidan o'rganilishi

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In this paper is given an opinion about foreign scholars' opinions and attitudes towards the representatives of the literature of the XX century, especially, their attitude towards the heritage of jaded literature, translation of the works of our scholars into English, French, German and a number of other foreign languages. In their research works they studied many features of Fitrat's works and conducted research works about some features and wrote articles as well. Particularly, the Japanese scholar Hisao Humasu, the French scholar Eden Karrerde Ipkaus, the german scholar Ingeborg Baldauf, the American scholar Edward Allworth studied Jaded literature, especially Abdurauf Fitrat's works on a literary purpose, and mostly on a political purpose.

At the popular universities of the foreign countries such as the USA, France, Germany, Japan and Turkey there are special grants and departments for studying the literature of Central Asia. The scholar, and researchers are carrying out investigations in different fields there. Among them Edward Allworth, Alexander Benningsen, Ken Peterson, Adib Halid, Charlis Kurtsman, Ingeborg Baldauf have special places.

Furthermore, in the paper we have mentioned about the analysis of the works of Abdurauf Fitrat, who is the one of the mature and great representatives of jaded literature in our country, by the foreign scholars, especially, by the Turkish scholar Salih Beshakchi and the analysis of Abdurauf Fitrat's drama "Abulfayzkhan" by the American scholar Shawn Thomas Lions.

Moreover, in the paper some opinions are given about the translation of Abdurauf Fitrat's work "Debate between a teacher from Bukhara and a European about jaded schools") by the American scholar William Hannawey.

**Key words:** Jaded, jadedism, translator, the enlightened, drama, classical, tragedy

### Pros and cons of blended learning

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In the last two decades, rapid technological advances have been accompanied by changes in language teaching and learning by bringing a new innovative concept of blended learning. Blended learning is commonly

known as an active process using multiple teaching and guiding methods in the classroom. Laura Kassner(2013) defines blended learning as a wide spectrum of delivery options, tools, and pedagogies, but conceptually refers to instruction that is a mix or blending of traditional and up-to-date components of teaching in the classroom. It is an ICT integrated learning including both online and offline one. This enables the teacher to set up online activities where students can chat, share knowledge, ask questions, access learning resources and complete work online-without any hesitation of random internet users stumbling across the information. All in all, it opens before them endless opportunities to learn and relearn.

**Key words:** blended learning, moodle platform, face to face

### Художественный перевод американской мультикультурной литературы в контексте парадигмы постмодерна

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В статье рассматриваются вопросы современной американской мультикультурной литературы и проблемы перевода связанные с ее лингвистическими и культурологическими особенностями.

В первой части работы мы рассматриваем мультикультурализм как общественно-политическое и культурное явление на фоне парадигмы постмодерна, обращаясь к США как эталону развитого постобщества с «культурой многообразия».

Далее проводим параллели между современной мультикультурной литературой США и постмодернисткой (уже мейнстрим) литературой: выделяем характерные черты, приемы, направленность и т.д. Особо акцентируем внимание на литературе иммигрантов, включающей такие темы, как этнокультурная самоидентификация, отчужденность, пограничность сознания, борьба парадигм мышления. Например, китайская традиционная модель поведения - пре-модерн vs американский образцовый постмодерн.

Во второй части доклада, описываются лингвокультурные особенности мультикультурной литературы с точки зрения переводоведения: лингвистические (намеренные ошибки, вкрапления языкового неанглийского материала, фразеология и т.д.) и культурологические (концептосфера, символика, реалии) проблемы. Материал исследования включает в себя произведения «неамериканизированных» авторов, - иммигрантов первого или второго поколения, типа Джуно Диас (Junot Diaz), Гиш Джен (Gish Jen), Джумпа Лахири (Dzhumpa Lahiri) и т.д.

В практической части фокус внимания сужается до переведенных на русский язык произведений, женщин – авторов азиатского происхождения (Ближний Восток, Юго-восточная Азия, Индия). Проводится критический анализ текстов оригиналов и изданных переводов, вычленяются основные переводческие подходы и приемы, типичные ошибки и т.д.

Итоговым продуктом доклада является представление практических рекомендаций по художественному переводу современной литературы и открытого сайта независимых переводчиков художественной литературы.

**Ключевые слова:** художественный перевод, мультикультурализм, постмодерн и постмодернизм, литература США

### Second/Foreign Language Teaching Methods

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I am just finishing AE E-Teacher Program online course and due to this Program, I would like to share the learned information with my colleagues. In order for learners to develop communicative competence in the language classroom, they must engage in meaningful language production, negotiation and problem solving, and information gathering activities.

The first thing I will do is warm-up. The participants are to think about their experiences learning and teaching English, and what methods or techniques were used by answering questions. Before showing the Summary of Language Teaching Methods Chart, the participants will discuss first, in small groups, then, the whole class about the English Language Teaching methods and the goals of them. Then I will show the chart and discuss in small groups, then whole class, about the chart which includes- teacher's/student's role, teaching/learning process, student/teacher interaction, language skills, role of language 1, evaluation, error correction and sample activities. After that, the participants can watch a methodology video and analyze the role of the teacher/ student, the role of the native language/target language, types of language learning activities, how errors are addressed. Then, several activities that are typically used in communicative language classrooms, cooperative learning activities, and some ideas for managing challenges in implementing communicative activities related to language, participation and classroom management will be presented and discussed.

Finally, some information will be given about the Task-Based Language Learning and its goal. Also the instructions will be given about how the teachers should support learners in all stages of the task: Before, During and After.

**Key words:** communicative competence, error correction, teacher's role, student's role, implement

### Teaching English vocabularies

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Modern methodology shows that vocabulary development is one of the most relevant skills for English language learners (ELL). Teachers should know the level of their learners and have to choose the vocabulary that students most need to know in order to support their reading development and content-area learning. When introducing new vocabulary teachers should consider providing student-friendly definitions for words important to the task at hand. Teachers have different ways of teaching vocabulary therefore, it is important to use effective methods of teaching vocabulary. It should be considered the following methods of teaching a word.

For instance, MPF (Meaning, Pronunciation, Form). This concept consists itself the following aspects;

- Present a word
  - Pictures
  - Realia
  - Substitution
  - TPR, miming
  - Naming , etc
  - Concept checking question (CCQ), in order to ensure that students have understood the word correctly, give checking questions.
- II. Pronunciation
- Teacher models a word (a word in sentence)
  - Drilling (choral/ individual)
  - Remember to clarify the pronunciation before showing the written form
- III. Form
- Eliciting the spelling (eg. Can you spell this word?)
1. Picture it.
- Use picture of new vocabulary words to introduce them to your students.
  - You can use flashcards, magazine images, online pictures. Google images is a real life-saver!
2. Keep it real (realia)
- Using real objects to introduce new vocabulary will aid your students in remembering the new words. It will also give your kinesthetic learners a chance to make a physical connection with a lexical concept. Show your class an object, say the word ,and pass the object around and have each of your student say the word out loud.

### 3. Get physically

- Use Total Physical Response and miming. Illustrate new words through action as you introduce the word to your ss, and then have them repeat the words and the action that go along with them.

Teacher should make use of such effective ways while teaching of vocabulary. The more words one knows, the easier it is to 'learn' new words, because one has more associative link available. Learning more vocabularies lead students to be able to speak freely.

**Key words:** ELL (English Language Learners), MPF (Meaning, Pronunciation, Form), realia, TPR (Total Physical Response), CCQ (concept-checking question), to elicit, kinesthetic

### **Content and language integrated learning technology in modern educational system**

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In recent decades, important changes have taken place in the modern world, among which are: the creation of a worldwide Internet network and the globalization of all social, political, economic and environmental processes in the world. These, as well as other changes, had a generally strong impact on the world education system. Thus, in European countries there is an increased interest in the study and application of various methods of teaching a foreign language, the specificity of which is not the use of a foreign language as a learning objective, but its usage as a means of instruction. The integrated subject-language approach to learning (hereinafter CLIL) is a broad concept that covers various situations of teaching a non-linguistic subject through a medium of a second or foreign language. It has been a topical issue in European education for quite a few years and is continually moving into mainstream education in Europe. Within Europe, it is school institutions that represent the mainstream environments for foreign language learning, with English being the predominantly taught language. Moreover, teachers and people concerned in education are interested in increasing the efficiency of English as a foreign language instruction at schools, which has led to the introduction of several innovative approaches to teaching English as a foreign language, including CLIL. While the term CLIL was developed in Europe, it can be seen as part of a global trend, especially regarding the use of English as a medium of instruction. Although the term itself was launched in 1994, the practice of content and language integrated learning has been around much

longer with its roots in immersion education from the 1970s and 1980s. CLIL assumes a balance between subject content and language learning. Thus, language is used as a means of studying the content, and in turn, is used as a resource for learning the language.

**Key words:** approach, integration, subject-language, methods, teaching

### **Problems of establishing religious names in Latin script, which used in several versions**

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The article focuses on the establishing of the rules of spelling religious terms in the Kazakh literary language, which denoted in various literary sources differently. The author studies questions about how to determine the correct version of the literary religious terms in the multiple versions. The author investigates the cause of this variability religious terms and answers for some questions why is it still not set standards spelling religious terms in the Kazakh literary language and suggests ways to solve this problem.

**Key words:** Religious terms, Kazakh literary language, rules of spelling, Latin script

### **Translanguaging in Linguistic Landscape**

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This study investigates the concept of translanguaging as a significant element that shapes linguistic landscapes and makes it dynamic. The research project is based on linguistic landscape analysis which in its turn is focused on visually positioned language variations (Kazakh, Russian, and English). This study mainly focuses on commercial signage, namely shop and place signs which were collected by using digital cameras and doing a photographic investigation of the multilingual cityscape. The study focuses on analysis of multilingual signs in two big cities of Kazakhstan: in Astana – a north metropolis of the country and in Shymkent – a south metropolis. These signs are shown as representatives of linguistic resources that come out as a result of the bottom-up language policy. Analyzing the signs from

the perspective of translanguaging, using Reh's (2004) categorization of multilingual writing, we noticed that mainly duplicating and complementary types of combinations of language and information were met. The findings show that the multilingualism of the sign depends on the district (location) the shop or cafe it is situated in. In other words, the languages written on the sign are the reflection of the linguistic diversity of the particular neighborhood where these languages are used as languages of communication of local people, tourists, or migrants. We conclude that translanguaging is important mechanism that changes, formulates and shapes linguistic landscape that lets multilingualism develop forward.

**Key words:** Translanguaging, code-switching, linguistic landscape, Kazakhstan.

### Translating Gender Identity Terms

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The study is aimed at revealing whether sexual and gender identity terms dealing with LGBT issues are apt to be translated transparently into a TL with different linguistic world picture and different cognitive models. Translating sexually oriented terms may cause challenges, as sex is one of the most sensitive areas in any given culture, constituting an index of the state of the translating culture.

Factors contributing to the emergence of contested issues are:

- Gender issues in Uzbekistan are mainly focused on women's economic and social rights discourse;
- The need to consider the so-called «picture of the world» formed in a special way by every single natural language;
- The degree of social levels the SL and the TL countries have passed;
- The issues of political correctness in the field of translation of gender terms into the Uzbek language;
- The cognitive models of the contested concepts; how complex these concepts are and what problems are involved in using and understanding them;
- Cognitive models as the basis for challenges in translating GI terms;
- The failure of the Uzbek cognitive models in the case of GI issues, whereas in the context of US and EU a concept of an “acquired gender” has already been recognized;

- Understanding and producing sexually oriented language by professional and lay people;

- The issues of softening and desexualization of GI terms, which is not always an adequate solution.

The case a translator is in contact with the SL native speakers stands to enlarge his/her cognitive models and understand the new ones in the field he/she studies and which is most likely to give adequate answers towards some questions, making the hypothesis of Sapir-Whorf to be true on the basis of empirical experience.

**Key words:** gender, translation, terminology

### Language Teaching Methodology

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This article intended for senior students of all non-language vocations. We will use it as baseline when learning the English course in non-language faculties. The teacher must choose easy ways to teach foreign languages with interesting methods. What is the term methodology? Methodology is a science, which is a teaching about the organization of different types of human activity, namely, scientific, practical game and art. The methodology uses various methods, strategies and methods for constructing a certain type of activity developed by experts from this field of knowledge based on a deep study of the principles activities and work processes in the chosen direction. Methodology is the study of the methods, methods and strategies for researching a subject. And the word “method” primarily means- the way of doing something with different actions. This word borrowed into all European languages through the Latin “methodus”, from the Greek “methodos” and from the Russian “метод”. Method is a branch of study and part of pedagogies.

The teacher must be artist and teach foreign language with interest. One the one hand foreign language teaching must necessarily depend by the teacher as the saying “Who knows two languages is a twice man”. But the teachers knowledge must not purely and without ability, must find and use different methods with prepare students for a more demanding world, with higher expectations for moving careers.

Traditional methodologies such as the audio-lingual and direct methods still after useful elements to study. There are clearly outdated in the modern lessons (computers, telephones, DVD, CD).

The students can learn reading skills using educational computer programs sometimes, called interactive learning technologies. I would like to say several methods. see more

I will introduce each method. Next you will observe the method in practice. Afterwards, I will point out some of the salient principles and techniques associated with each method. The lessons are meant only to introduce you to these methods. All of the methods have a richer repertoire of principles and techniques than can be fully portrayed here.

#### 1. Musical accompaniment.

In this method students can learn new words with saying. Learning foreign language is very difficult. They may be cannot read words so that I chose this method. They will be able listen every word or phrase. It is very important to listen the words and at the same time to say them. First off all teachers must choose one music with text and give to students. They will sing a song together in the class under the computer or Smartphone's. Smartphone is a part of modern life. Students can get useful things from it, such as dictionary, translator and grammar reference apps. We are living in the XXI century so that our lesson must be modern.

#### 2. Pronunciation (practice).

I will invite the students to practice pronunciation individually. In this method students will work under the picture or texts with book or computer. The computer will say words after it students must repeat. Students will learn and write the words and can work individually. Next time the students read their words or sentences aloud without mistakes of course by raising their hands. In the lesson the students did not do much speaking because, they do not know vocabulary. So that the teacher must write the vocabulary on the board and use computer to say the words and must to understand their meanings. If I say one word "Human" so I must teach everything about it.

#### 3. Cluster.

In this method the students will work with group (3-4 or more). The teacher explains the theme and gives task to students. All experienced language teachers have designed their lessons for intermediate-level students. They have chosen the theme of a house. The teacher explains the theme and gives task to students to make up cluster. Every group will choose words from the theme and works under it and they will write everything what they know. This method interested to students point of view and to expand their scope horizon.

#### 4. The Silent Way

The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. This method of learning English

follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement.

onclusion

I believe that much of the secret to this effective teaching/learning is due to the fact that the instructors make every effort to avoid being threatening or confrontative, and every effort to be encouraging and reinforcing. They, too, reported that the studio sessions were a "great experience" for them. I hope you will enjoy them as well and find new inspiration for your own teaching.

Language can be powerful and sometimes even harmful, but censorship of language is one of the worst things we can do as a society. I think that these methods can help to students study.

**Key words:** cluster, horizon

### **The main issues of preparing future Kazakhstani chemistry, biology teachers in foreign language**

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New requirements to modern teachers in chemistry and biology are introduced in secondary schools in Kazakhstan. The role of advanced education technologies in the space of globalization is significant. In this regard, it has become one of the topical issues today for students to develop their thinking, to work independently, to express their views on a certain topic. One of the new educational technologies is the integrated learning technologies, ways of its organization and differentiation, and the teaching methodology for the formation of pedagogical foundations of the students' comprehensive thinking, knowledge acquisition and decision making. Today, the main strategic direction of the development of higher education is the formation of a new generation of highly qualified professionals equipped with up to date knowledge, with a responsible attitude to life, a world centered culture, a creative thinking approach. In the developing society, first of all, the education should be developed. And the basic principles of the process of development of the knowledge of the subjects and the new communication norms. The focus on knowledge in the new society is not education, but the ability to master it; not the memory, but the mentality mechanism-thinking; not tolerance but activity for learning process; identifying their place by reaching learning outcomes; to be able to solve the social problems, to be competitive professional. Reassessment of the existing public practice has



raised the level of requirements to the higher vocational education system, and has shown that education determines the future of the social community. Modern society need competitive, responsible, creative thinker teachers that can act independently. Therefore, we need to identify the main issues of the foreign language training for future chemistry and biology teachers.

**Key words:** secondary school, teaching, education

### Contemporary State of Kazakh Personal Names

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This paper is devoted to Kazakh personal names that have undergone historical changes. The person's name (anthroponym) belongs to the category of proper nouns, which includes different types of personal names, formed by certain laws, and united by a common feature – the ability to name a person. Of these, only a personal name has a high degree of individualization, i.e. each person has a name, the other types can be optional. Personal names are chosen at random, from the lists of historically formed names of each nation, while surnames and patronymics are related to family ties. In the modern life of the peoples of the post-Soviet space, the name and surname are obligatory, whereas pseudonyms, nicknames, and other names are additional and not given not to every person. Names are associated with the socio-cultural life of the society in which they are created. They are the 'mirror' of history, material and spiritual culture. Undoubtedly, when creating names people react to various social factors. The new language policy of independent Kazakhstan has created real opportunities for changing priorities in the language consciousness of the Kazakhs: a revival of national names, the spread of names of historical figures, the activation of beautiful sounding traditional names and the emergence of new borrowed names. In order to get a more comprehensive picture of the changes taking place in the country, we try to present an analysis of names of newborn babies born in 2017 in Kazakhstan. The results of provide a vivid illustrative material that shows the opposite trends in the development of Kazakh anthroponymy. In our view, the difficulties associated with the transfer of Kazakh names to other languages - Russian and English, and the need to compile a new type of dictionaries, including personal names and their correct transfer to other languages.

**Key words:** proper noun, personal name, anthroponym, anthroponymic system, formal name, informal name

### The peculiarities of women's image in M.Auezov's prose works

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In the XVIII century in Eastern Europe appeared the first ideas of the feminism, which struggled the fact that the women are ruled by men. In XIX century, this idea has changed into a theory. In XX century it was improved and divided into several parts. Nowadays, feminism is engaged not only in protecting the right of women, but it is also looking for the decision for all contradictions of the humanity by influencing to all aspects of the science in society.

Feminism is not unfamiliar to the Kazakh society. During the past centuries, women had marginal rights, however today's society traditionally admits that the women have equal rights with men. In this article, I pointed out the changes of the women's image in prose works of M. Auezov, the classic of the Kazakh literature, within the theoretical basis of the idea of Western women's rights. Moreover, there is stated that M. Auezov's first prose works called 'Karaly sulu' and 'Kynamshyl boyzhetken' in terms of notion had accepted the ideas of the books called 'On the origin of Species' and 'The Expression of the Emotions in Man and Animals' that were written on the second half of the XIX centuries by Charles Darwin and outlook of the Russian critics'. Especially, there is described that the idea was influenced by V.G.Belinsky, N.G.Chernyshevsky and G.V.Plekhanov. When the writer started writing the epic novel 'The Path of Abai', he refused to use the above-mentioned notion and while writing the Kazakh women's images such as Zere and Ulzhan he returned to the national traditional notion - a Natural Theology. I took a critical view that the writer's this idea agrees with term of androgyny that appears in the works of the Western literary studies Samuel Coleridge and Virginia Woolf.

In the last century women's images were written by men's in the Kazakh society. Feminism considered that men investigate women from their point of view. In my article, I highlighted the first peculiarities of the women's image written by M.Auezov, identified the subsequent development and finally clarified the notion of female gender. There is also written that such changes in M.Auezov's works influenced to the subsequent Kazakh literature.

**Key words:** The Kazakh literature and the idea of feminism

## Linguistic diversity in modern Kazakhstan

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This paper examines the nature of linguistic diversity in multiethnic modern Kazakhstan. For a long time, Kazakhstan was “terra incognita” and remained isolated from the world community. Nowadays it has the borders with Russia, China, Kyrgyzstan, Uzbekistan, and Turkmenistan. Since prehistoric times, because of its strategic geopolitical position, the territory of modern-day Kazakhstan was the arena of dramatical historical events: military conflicts with ancient Persia, devastating invasion of Mongolian tribes, Arabic invasion, territorial conflicts with China, the expansion of the Russian Empire to the Great Steppe, “Russification” period and Stalin’s deportation of the various ethnic groups to Kazakhstan during the Second World War. All that influenced a lot both to the life and to the language of people, creating a unique linguistic environment. The research question is “Which languages have created the linguistic diversity of modern Kazakhstan?”.

The Kazakh language, which belongs to the Kipchak branch of Turkic language group, is the first source. The Russian language is another source of language contact. There are also heritage languages of more than 100 ethnic groups of present-day Kazakhstan, which could be grouped into the third source of current linguistic diversity. Nowadays, in the process of globalization, Kazakhstan integrated into the world community, accepting English as lingua franca for international communication. In this research the author provides the summary of various factors which influenced on creating the social multilingualism in Kazakhstan. This paper investigates also the role of the language policy on linguistic ecology. This small-scale study is based on the descriptive qualitative method. Data collection is done by collecting the questionnaires completed by adult speakers and conducting interviews with experts in the field of linguistics and language policy. This paper could make its own contribution on researches regarding the linguistic ecology and language contact.

**Key words:** linguistic diversity, language contact, language policy

## Билингвизм и интеграция языков в современном образовательном пространстве

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В век информационных технологий требования к профессиональным компетенциям по своей значимости занимают передовые позиции. В частности, знание нескольких языков значительно повышает конкурентоспособность специалиста. Языковые реалии современного мира отражаются не только в билингвизме, который наблюдается на пространстве СНГ, но и в полилингвизме, процветающем в европейских странах. Умение понимать, слушать, осознавать, чувствовать и выражать все это посредством языка ведет к интеграции различных культур, а следовательно – к интеграции языков.

Возникновение билингвизма еще в глубокой древности было связано с местностью, в которой проживали представители разных народностей, с распространением религий, а позднее – с развитием науки. По времени возникновения у индивида различается ранний и поздний билингвизм. В частности, проявлению раннего билингвизма немало способствовали межнациональные браки. Ранний билингвизм у детей дошкольного возраста является следствием общения на разных языках в семье и дошкольном образовательном учреждении. Поздний билингвизм проявляется как следствие необходимости учить новый язык осознанно и целенаправленно. Чаще всего он развит у профессиональных переводчиков.

Владение несколькими языками дает преимущества не только в общении, но и мыслительном процессе. Отмечается, что билингвы более толерантны к представителям других наций и культур, имеют относительно широкий кругозор. Их умение быстро переключаться с одного языка на другой способствует одновременному выполнению нескольких задач. По мере того как человек осваивает новые языки, он быстрее улавливает их грамматические сходства и различия, что способствует более глубокому их осознанию и анализу.

При изучении и выявлении особенностей билингвизма немаловажно учитывать уровни владения языком. Во многом он зависит от условий, в которых происходит понимание и воспроизведение речи, а также от методов, применяемых в процессе изучения языка. На наш взгляд, билингвизм – это не только умение свободно общаться на двух языках. Би-

лингвом уместно было бы назвать человека, думающего на двух языках в одинаковой степени. А это умение встречается не так часто и развивается в течение всей жизни при условии, что человек пользуется разными языками одновременно.

**Ключевые слова:** билингвизм; билингв; полилингвизм; интеграция культур; воспроизведение речи

### The image of women in the works of Ch.Aitmatov

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To render the cultural identity and preserve of unique color scheme of the foreign language has always been of keen interest for translators. From this point of view, the analysis of Ch. Aitmatov's short stories and novels about the life in Kyrgyzstan translation into English is of great importance for the theory and practice of translation. As the author wrote equally well both in Russian and Kyrgyz, his works are deeply permeated with bilingual culture.

**Key words:** comparative analysis, lexeme, metaphor, transliteration

### Из истории кыргызской культуры

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В этой статье осуществлён научный анализ культуры кыргызского народа, прошедшей долгий путь развития. В основном было уделено внимание её материальным и духовным ценностям. Анализ эволюции кыргызской культуры был проведен в философском и историческом аспекте. В целом, статья посвящена проблеме эволюции культуры кыргызского народа. Анализируются такие понятия как "просвещение", "культура", "материальная культура", "духовная культура", "традиционная культура", "культурные ценности" и "уникальность культурной эволюции кыргызского народа". Автор обращает внимание к работам кыргызских и зарубежных историков и философов по данной проблеме. Проводится понимание культурной эволюции кыргызского народа Ш. Базарбаевым, Л. Жусупакматовым, О. Караевым, А.Н Берныштамом и другими. Большое внимание уделяется специфическим особенностям традиционности и уникальности кыргызского характера. Уникальность культурной эволюции кыргызского народа прежде всего, состоит в том, что она тесно пе-

реплетаётся с его многовековой историей. Перед кыргызским народом, получившим независимость после распада старой системы стояла первостепенной важности задача - изучение и исследование своей истории и культуры. Ибо, известно, что кыргызский народ испокон веков, независимо от особенностей общественного строя, не оставался в стороне от мировой цивилизации, развивал свою культуру.

Подчеркивая эволюции культуры кыргызского народа, автор прослеживает ее изменения и эволюции в современных условиях. А также в статье рассматриваются особенности и уникальности кыргызской культуры и ее характерные черты, специфические качества и жизненный опыт.

**Ключевые слова:** общество, культура, материальная и духовная культура

### Integrating Montessori's approach with early childhood principles to meet the needs of each child

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Today the world is embarrassed with care and upbringing of a citizen of the planet. New ways to educational systems are extensively discussed in the world practice. And the idea of "open, liberated" education is quite actual for such innovations. A great deal of early childhood education research has been developed and presented throughout the years. And it is already known that children learn in an unexpected way, so the presence of numerous educational theories and the utilizing of them by teachers in the practice is compatible.

One of the most prominent representatives of "open, liberated" education can be called Maria Montessori. While considering the aspects of early childhood education we cannot ignore the Montessori Method. As all her theory as a whole was designed for the development and education of young children.

In this paper I will show how I embed Montessori Method into my personal practice keeping basic principles of early childhood education. I will try to demonstrate the importance of these principles and Montessori Method in education. Of course, every education system has pros and cons for both teachers and students and Montessori Method is no different. The discussion of these disadvantages in the practice will be showed in this paper as well.

## Creating and Using Engineering Wordlist for ESP Instructions of Uzbekistan HEI

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Interest for teaching ESP has grown during the last years and the role of learning and teaching of field-related lexis has become a crucial matter for HEIs of Central Asian countries. Most Uzbekistan ESP teachers are non-native speakers of the language and are rarely experts in the learners' field of knowledge hardly ever representing the knowledge of engineering area. In contrast, today, corpora are a natural, powerful tool that is easy to use and more than up to the tasks that researchers demand on them (O'Keeffe and McCarthy, 2010) and are a natural match for ESP integrating lexical approach with a corpus-based methodology in teaching ESP, especially Engineering English can improve the way ESP is taught (O.Mudraya, 2006). In spite of numerous research carried out in corpus-based and corpus-driven studies, the wordlist of engineering terms matching engineering fields of Uzbekistan Engineering universities have not been developed and terms of engineering areas have not been analyzed. This paper discusses the first stage of an empirical study of identifying the most salient and useful terms of about 2000000 tokens (words) from 2444 engineering articles of PLOS ONE (free electronic database of scholarly papers) using AntCorGen (Anthony, 2018) for corpus building. Specifically, the created corpus assists in extraction of terms, key words, and collocational terms in order to create "Essentials of Engineering English for Uzbekistan universities" (EEEUz) wordlist using Sketch Engine software. The data demonstrates what terms are the most or the least frequently used that will serve for developing ESP instructions of Uzbekistan Engineering Universities and assist in students' new way of perceiving field related lexis for comprehension of English scholarly papers of their field, along with potential further (second stage) research and pedagogical implications.

**Key words:** engineering terms, wordlist, scholarly papers, corpus-based study, frequency

## Ways of organizing Professional Development Online Education in Uzbekistan

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The presenters share their experience of Moderating an International Team, while providing #ESP Pieces of Online Training at one of #TESOL #evosessions, where 95 Participants from all parts of the globe were engaged One of the Innovations in language teaching and learning is moderating a joint team of colleagues from different countries Mastering a horizontal communication with internationally recognized Online Educators premises to strength a credit system at any University; Uzbekistan's famous TUIT was chosen as a target university to applying credit system in ESP and STEM. One of the Innovations in language teaching and learning is moderating a joint team of colleagues from different countries. The speakers focus on professional development and demonstrate activities for creating an effective working international team for moderating steps: registration instructions in Flipped format, the training venue mapping at Moodle, commenting fulfilled assignments, follow-ups the best Participants; reflections; a virtual rewarding and awarding Presenters.

### The importance of observation and giving feedback in EFL classes

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Observation has its role and place in many spheres of human life. It can serve for many different purposes. The one who observes can take many things for his/her further development/usage. It is a tool for learning and development. Observation plays a central role in practice teaching, both observation of your teaching by your cooperating teacher and supervisor, as well as your own observations of your cooperating teacher's class. Other home institution staff may also wish to observe one of your classes from time to time, such as the principal, the vice-principal, or a senior teacher, so you need to prepare well for every lesson in the event that someone asks to observe your teaching. You may also have the opportunity to observe other teachers in your host institute and to review video recordings of your own teaching and that of other student teachers in your teaching practice seminars. The purpose

and nature of observation, however, differs according to who participates in the observation process. In this workshop we deal with the importance of observation and giving feedback in EFL classes. We mainly focus on the types of observation and their purposes, stages of observation and their features, types of feedback and their benefits. For example, in observing your cooperating teacher's class your focus will be on how the teacher teaches, on such things as how the teacher creates a positive atmosphere for learning, on the strategies and procedures used by the teacher in setting up activities, on the way the teacher gives instructions and explanations, and how he or she gives feedback to learners. As a novice teacher you will not be evaluating your cooperating teacher's teaching. When you are being observed by your cooperating teacher or supervisor, however, the focus will often be on how well you carried out different aspects of the lesson.

**Key words:** observation, cooperating teacher, supervisor, giving feedback

### **One..two..or more “dances with wolves?”:connotative meanings of animals in american movies**

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“Ever occur to you why some of us can be this much concerned with animals suffering? Because government is not. Why not? Animals don't vote.”  
Paul Harvey

The Portmanteau word, humanimal ,interprets correlation between mankind and animal kingdom attributed to ancient times. It is nature that has deepened a kinship between the two. Yet, a part from hunting them to get food, animals fascinate man with a variety of codes of behaviour and characteristics; above all is wisdom and power, probably. Animals were and still the close soul companions to man. For contemporary man , animals symbolism was adopted on the flag of countries and nations , heraldic motifs , coats of arms , logos and mottos, and movies as well. It is the day and age of movies ;though sometimes we frown upon movies with animals in title! The idea packet introduced to the current study is based on how zoology comes as a favorite guest in the movies script (originally novels) on purpose matching between text (script) and (title) to convey a message to man. 8 American movies with animals in titles were analyzed - they are OSCAR winners or nominated movies. Following a semantic approach of symbolism and connotation , we

hypothesized that a line of connotative deviation in meaning of animal from its original instinctive features is diagnosed. 4 movies have been found to be deviated connotatively ; the other 4 were non-deviated .In academic lens, “Four legs good, two legs bad” is yet to be given a second thought!

**Key words:** Animals, American Movies , Titles of Scripts, Connotation , Symbolism ,and animals in the discourse of American Movies Scripts

### **Do end-of-lesson efl games do any good?**

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This paper attempts to present results of a descriptive survey probing into views of preparation class students on classroom games aiming to facilitate learning of vocabulary and semantics in the context of a Turkish state university in the capital of Turkey. The participants consist of 11 students attending a repeated English preparation class at level A2. The group is taught by one lecturer for 23 hours in a week. They follow a fairly busy syllabus because of the upcoming undergraduate study requiring a good level of English. The students are offered change more often than occasionally usually at the end of hectic class hours through simple classroom games targeting vocabulary and sentence-constructing aspects of English as a Foreign Language (EFL). After 3 weeks of the abovementioned practices, they were given a structured interview to find out their views about effects of such games on their learning. The interview questions basically address strengths and weaknesses of the classroom procedure as well as discover the potential of switching to online games for the same purpose. The data collected through interviews were being analysed with content analysis. Although the analysis procedure is still under way, we are expecting to soon report remarkable positive feedback but also things that could be improved. More strikingly, the results of this small-scale survey may deter use of smart phones or online applications rather than invite them as a part of the learning environment within classroom. Once the study results become more specific and crystalised, we are going to share our views with the curriculum development department at our foreign languages high school for some relatively fun variety in the syllabus for the repeat classes in the preparation school.

**Key words:** EFL GAMES, VOCABULARY, PREP, UNIVERSITY

## Oila bilan hamkorlikda maktabgacha yoshdagi bolalarni iqtidorini rivojlantirish

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Oila-insoniyat naslini davom ettiruvchi, muqaddas rishtalar bilan qurilgan mustahkam va ma'suliyatli qo'rg'on sanaladi. Farzandlarimizning jismonan sog'lom, aqlan etuk, oqil, bilimli bo'lib voyaga etishi birinchi galda tarbiya o'chog'i bo'lmish oilaga bog'liq. Oilda o'sib kelayotgan bolaning qiziqishlari, ularning imkoniyatlari, iqtidorini ilk bolalik yoshidanoq shakllantirishga alohida e'tibor qaratish lozim. Ilk bolalik davrida ( 1 yoshdan 3 yoshgacha ) bolalarning psixikasi juda tez sur'atlar bilan rivojlanadi va ularni maktabga tayyorlash davrida ( 3 yoshdan 6 yoshgacha ) yanada kuchayib, sayqallanib boradi. Kichkintoylar atrofidagi narsa-hodisalarni chanqoqlik bilan qabul qilishadi, borliq-olam to'g'risidagi tushunchalar, tasavvurlar ularga qiziqish tez shakllanadi va jamlana boshlaydi. Ularning xotirasi, atrofdagi voqea-hodisalarni o'rganishga bo'lgan intilishi juda kuchli sanaladi. Farzand ota-onaning baxt, boyligi hisoblanib, ota-onaning shaxsiy namunasi bolani tarbiyalashdagi eng muhim tamoyillardan biridir. Bolalarni yuqori darajada iqtidor va qobiliyatga ega bo'lgan, oilasi, vatani uchun munosib farzandlar qilib tarbiyalash qadim zamonlardanoq barcha xalqlarning orzu-istagi bo'lib kelgan. Bolalarning ta'lim-tarbiya va bilim olishga asosiy zamin yaratib beruvchi maskan oila. Bugungi kunda ham bolalarimizning ehtiyoj va intilishlari asosida yuksak darajada ta'lim-tarbiya berayotgan oilalar juda ko'plab topiladi. Oilaviy munosabatlar farzandlarning aqliy, ruhiy kamolotini ta'minlabgina qolmay ota-onalarda o'ziga xos faollikni ham yuzaga keltiradi. Oilada qaror topgan sog'lom ma'naviy-ruhiy muhit farzandlarning etuk, barkamol bo'lib voyaga etishishlarida beqiyos ahamiyatga ega. Tarbiya qanchalik erta boshlansa, hosili ham shuncha barvaqt ko'zga tashlanadi. Maktabgacha yosh davri shaxs shakllanishining birinchi bosqichi ya'ni poydevori hisoblanadi. O'smirlilik davrining oxiriga borib shaxsning shakllanishi deyarli yakunlanadi. Unda bolalarning qiziqishi, imkoniyatlari, qobiliyatlari biroz takomillashishi, qisman tuzatilishi ba'zi xollardagina tubdan o'zgartirilishi mumkin. Manashu holatlarning barchasi maktabgacha yoshdagi bolalarning qiziqishi, iqtidorlarini rivojlanishiga alohida e'tibor qaratishni taqazo etadi. Bolalarda qiziqishlarini aniqlash va rivojlantirishda tarbiyachi yuksak e'tibor va mahoratga ega bo'lishi lozim. Bu a'loqadorlikni davom ettirishda oila bilan hamkorlik ishlari yuqori natijada turadi.

Iqtidorli bola-bu u yoki bu faoliyatda yorqin, oshkora, ba'zida mashhur yutuqlari bilan ajralib turuvchi boladir. Bugungi kunda ko'pchilik psixologlar tan olishlaricha, iqtidorning sifat jihatdan o'ziga xosligi, rivojlanishi xususiyati darajasi- bu doim irsiyat va bolaning faoliyati bilan bog'liq bo'lgan ( o'yin,

ta'lim, mehnat) ijtimoiy muhitning murakkab o'zaro ta'siri natijasidir. Bunda bolaning shaxsiy faolligi asosida individual iste'dodini shakllantirish va amalga oshirishda, o'zini-o'zini rivojlantirishda ota-ona bolaning barcha imkoniyatlarini ko'rsa undagi qiziqishlari va intilishlarini yuksaltirsa, uni eshitsa, unga yordam bersa, undagi sifatlarni ulug'lasa, hislatlarini rivojlantirsa, u kelajakda barkamol, o'ziga ishongan, mustaqil o'zidagi qobiliyatlari va iqtidorini ko'rsata oladigan eng asosiy davlat ravnaqi uchun munosib hissasini qo'shadigan etuk shaxs bo'lib kamol topadi.

**Key words:** Oila, Bola, maktabgacha ta'lim muassasasi, iqtidor, qiziqish

### Ready-made structures to score high

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Writing a good essay for IELTS has become very popular and problematic at the same time for new learners. This proposal will indicate possible obstacles of writing Task 2 in IELTS and suggest effective ways to score high too. So many students who are learning the ropes of writing tasks pay giant attention to enriching vocabulary and enhancing grammatical sentences. From my own perspective, these two considerations are not enough to get a good score without structuring and sequencing. Undoubtedly, using academic words to form up an essay makes a great sense in people's mind and they target to learn as many of them as they can. But, plenty of model compositions are made up of the same sequence of sentences and pre-learned structures.

We can not deny the fact that new learners before starting writing come across such obstacles as not having proper plan or sceleton for their task. For this reason, I would like to share some ideas and simple ways of creating sensitive and effective essay almost in no time. To implement the above mentioned concept, I will utilize corresponding handouts and some model essays of highly evaluated type. Additionally, for better understanding I will use materials from the following sources: «Successful writing proficiency» by Virginia Evans and IELTS Liz.com.

**Key words:** essay, structures, sequence, academic vocabulary

## The Usage of Question Sets in Conversational English Classes in China

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We discuss a localized model of teaching Oral English and “local interpretation” of the teaching materials (Zhu, Han, 2010) for Conversational English in China. The teaching framework is a synthesis of the two basic components:

1) the well-known Western approaches such as the communicative language teaching, task-based language teaching (TBLT) and student-centred approach adopted by the author for teaching Conversational English to not very motivated students in a Chinese university;

2) the local contexts based on Le’s “three I’s model of learning to teach - imitation-indigenization-innovation” (Le Van Canh, 2004). The teacher’s speaking time is minimized due to the fact that the students are familiar with the topics. Students talk more than 95 % of the class time as the students get a task they are familiar with through their everyday life, so they produce their own messages and statements to provide “free as well as controlled production” (Ellis, 2005). The model is suitable for teaching Conversational English to students of different departments majoring in all subjects in China.

We describe the details of such localized teaching approach, provide examples of the indigenized teaching materials based on the students’ daily life such as question sets for pair discussion and the ways of usage of these materials in pair and group work, also we analyse the benefits of this approach such as focus on local details, also disadvantages, e.g. difficulties of transferring the teaching materials to another setting in China.

Conclusion: the more of the local material is involved, the more favourable reaction and more chances to cause and stir up a class/group/pair discussion. The best questions are the “what” type of enquiries, and learners are easily involved into the question making process.

**Key words:** indigenization, localization, a strong version of communicative language teaching (CLT), communicative language learning (CLL), pair/group/class work, student-centered approach, task-based language teaching (TBLT), question set.

## A comparison of Russian immigrant entrepreneur’s language use and acculturation in Finland and Latvia

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Looking at both, immigrant’s relation to the culture of origin and to the culture of destination without dividing these two aspects into two separate analysis, but in parallel is the latest advanced conceptual tool for Bi dimensional acculturation measurement (Carlson & Guler, 2018). In a time, when two widely spoken languages (English & Russian) interfere with the smaller national ones (Latvian & Finnish), Russian immigrant entrepreneurs in Finland and Latvia in many cases will have to choose. Latvia and Finland faced with a flow of asylum seekers and immigrants, in general, have shown a tendency of facilitating better language teaching to immigrants under the concept of integration. It has to be said that, these practices differ significantly between Latvia and Finland on how much resources states have put into it as well as how effective it is. This signals how much importance national states put on teaching the language as first priority. Considering the given aspects, immigrant’s use of particular language may affect their acculturation into the host-society in many ways. Also many other research are available on the role of language in acculturation. Utilizing the latest conceptual tool’s on looking at immigrants involvement with both, the host and origin culture (acculturation), this comparative ongoing study aims to describe and understand the choice of language and cultural (dis)involvement of Russian immigrant entrepreneurs in Latvia as well as in Finland.

**Keywords:** Language learning, Russian immigrants, Finland

## Civil identity and official language correlation of repatriate-kazakhs

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The paper is devoted to the formation of civil identity as a human being. It is not just a person’s feelings of character as a citizen of the state, but also the actions that take place in that country, sharing its basic demands and responsibilities, the ability to focus on the whole space and social structures of the Kazakh society, and to understand the strength and integrity of the adaptation process. Indicators of compatibility of repatriate-Kazakhs and local Kazakhs are observed. One of the indicators of civil harmony and impartiality

in the new statehood is the language skills of the citizens of the country. Civil identity is directly related to civil law and the official language. Compliance with citizens is largely determined by the fact that respondents belong to the state language - one of the main symbols of the state. The data of repatriates-Kazakhs' state language knowledge and difficulties in the lack of knowledge of the Kazakh language is contained. Changing the attitude to the Kazakh language, the declared level of its development can be a sign that the Kazakh language gradually strengthens its social competence. The repatriates-Kazakhs' views and react on learning multiple languages. Repatriate-Kazakhs' civilian identity and aspect on state language can be seen that their views on language are deeper. The bilingualism plays a big role for foreign Kazakhs. The low level of competence in Russian and the fact, that the process of complacency has not yet been established. The transformation of civil identity is a very complex and long-term process. Civil identity is not simply a feeling of state citizenship, in fact, the process of identification of young repatriate – Kazakhs. It shows that there is no opportunity of rapid integration without any painful integration to the new Kazakhstan society and its structural and other systems.

**Key words:** civil identity, repatriate, bilingualism, identification process, competence

### **The Effect of Teacher's Questions in EFL Classroom on Students' Learning**

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This exploratory research study seeks to explore and describe the ways Kazakhstani university teachers ask questions in an English Foreign Language (hereafter EFL) classroom. The main rationale of this paper is lack of research on the English language teacher's questioning at the university level in Kazakhstan. Teachers' questions are an integral part of teaching and learning, and good questioning may facilitate students' engagement in classroom discourse. Therefore, the focus of attention is based on three types of questions, convergent, divergent, and procedural, that were introduced by Richards and Lockhart (1996), and their effects on classroom interaction and students' learning. The participants of the study comprise two instructors of one Kazakhstani university who are teaching students of the same level (upper-intermediate) foundation English course. The main methods for collecting data were 18 hours of non-participant observation, where field notes

and recordings of each teacher's classes were taken. Then the field notes and recordings of classroom interactions were transcribed, and the data was analyzed. The findings revealed that both teachers use more convergent than divergent questions at the lessons. Convergent as well as divergent questions can increase the amount of learner output. Thirdly, a few characteristics of most effective and less effective questions appeared during the analysis of the results. The study could be beneficial for researchers and educators, as it might show and clarify the proportion of teachers' questions that can expand students' knowledge to questions that do not create enough interaction.

**Key words:** Teacher's questions, EFL, types of questions, convergent questions, divergent questions, procedural questions, classroom discourse, classroom interaction, engagement

### **The stages of website localization in translation**

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In the modern age of digital technologies, the role of translation as a means of supporting and developing the process of intercultural communication has significantly increased. New technological processes in the course of globalization lead to the development of new multilingual forms of the Internet communication. Website localization is one of such international forms of communication. In general, it is cultural adaptation of the website's content in accordance with the national culture and language of the target audience of a certain region. In the process of localization, translation is defined as part of the process of transforming a website for a specific layer of society or region, during which cultural adaptation of both texts and design of web pages, images, graphic elements and other components that make up the site structure occurs. The difference between localization and translation is indistinct, but generally localization is seen by industry as a term that embraces translation. Thus, in the words of LISA, the Localisation Industry Standards Association: Localization involves taking a product and making it linguistically and culturally appropriate to the target locale (country/region and language) where it will be used and sold. In this instance it is translation practice that is supplying new conceptual terms such as 'localization' and 'locale' to theory of translation. The current article was written to define the main stages of localization process in translation starting from the in-depth research conducted on factors like culture, target audience, region and finishing at the stage of website testing.



All information in the following article was collected on the basis of theoretical researches and practical sources. The use of localization in the translation of websites is one of the new phenomena in translation studies, which are of interest to both translators and representatives of other humanitarian scientific areas.

**Key words:** website localization, translation, cultural adaptation, search engine optimization

### Noun and verb retrieval in Uzbek non-fluent aphasia

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Holmes, Marshall, and Newcombe (1971) for the first time described a dyslexic patient who performed on nouns significantly better than verbs in a reading task. Since then a number of studies in brain-damaged individuals reported noun-verb dissociation in different tasks and modalities: writing to dictation, oral picture naming, written picture naming (word to-picture matching spontaneous speech. Researchers explained this dissociation through deep cognitive and semantic universals: nouns are objects and verbs are actions. From grammatical point of view verbs carry more information than nouns. Superiority of verb deficit was explained by extended sensory/functional theory as verbs having more functional features and less sensory features compared to nouns, which makes verbs less imageable than nouns.

Uzbek has been engaged to neurolinguistic research recently. The analysis of spontaneous speech in Uzbek agrammatic aphasia revealed no noun-verb dissociation. In order to find further details of the evidence psycholinguistic experiment was conducted. Picture naming task was assigned to the group of individuals with Broca's aphasia (n=4) and to the group of non-brain-damaged individuals (n=10). They were shown line-drawing pictures of objects and actions, and were asked to tell what was described in the picture.

The results show individuals with aphasia performed worse than control group in both object and action naming. Comparison of results according to word classes reveal two different performance of brain-damaged-individuals: two of them performed similar in both tasks, remaining two performed worse in verb retrieval task than noun retrieval. In general, words with low frequency were especially difficult in noun retrieval, while in verb retrieval, errors mostly occurred in compound verbs and unaccusative verbs.

**Key words:** non-fluent aphasia, noun-verb dissociation, noun retrieval, verb retrieval, picture naming, object, action, word frequency

### Bir dil öğretim tekniği: kolaylaştırılmış okuma yazma eğitimi/Işık projesi ( Light House Project)

Işıl Altun

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Okuma ve yazma, hayatın erken yıllarında kazanılan en temel iki beceridir. Okuma ve yazma sadece bir beceri değil; aynı zamanda insanların eğitim süreçlerinde sosyal çevreleriyle buldukları aşamaların da ilkidir. Birleşmiş Milletler Eğitim, Bilim ve Kültür Örgütü (UNESCO) İstatistik Enstitüsü verilerine göre, küresel çapta yedi yüz elli sekiz milyon yetişkin okuma yazma bilmemektedir. CIA (American Central Intelligence Agency) 'ya göre ise bu oran yedi milyar olan dünya nüfusunun yüzde on sakizidir ki bu da; bir milyar okumaz -yazmaz nüfus anlamına gelmektedir. Her iki sayının da üçte ikisini kadınlar oluşturmaktadır.

UNESCO'nun bölgesel okur yazarlık atlasına bakıldığında, Türkiye'de yedi milyonu aşkın kişinin okuma yazma bilmediği görülmektedir. TÜİK (Türkiye İstatistik Kurumu) raporlarına göre Türkiye'de de okumaz yazmaz nüfusun yüzde seksen ikisini kadınlar oluşturmaktadır. Yetişkinlere yönelik okuma yazma eğitimlerinin kadınları hedeflenmesi okumaz yazmaz kadın nüfusunun başı çekmesindedir.

Çalışmamızın konusu olan KOYE- Işık Projesi, dünyada okuma yazma bilmeyenlerin sayısını en aza indirmeye hedefiyle Uluslararası Rotary Kulüpleri'nin desteği ile başlatılmıştır. Temelleri Avustralya yerlileri Aborjinler üzerinde 1976 yılında yapılan bir çalışma ile atılmış olan KOYE, toplamda doksan saatlik, etkinlik temelli, dil eğitimine dayalı, yetişkinlere, Türkiye'de özellikle kadınlara, yönelik bir programdır. Günümüzde pek çok değişiklik gösteren yetişkin eğitimi (=andragoji) gelişmesini tamamlayamamış toplumlarında en yaygın olarak okuma yazma ile başlatılmaktadır ki, Uluslararası Rotary Kulübü'nün dil öğretimine yönelik ışık projesi, dünyadaki okuma yazma oranını en az seviyeye indirmeyi; "okumaz yazamaz" ları kültürlü bir okur/yazar yapmayı; okur/yazar yaparak da insanların yoksulluğunu önlemeyi amaçlamaktadır.

Bu çalışmada, Uluslararası Rotary Kulübü'nün öncülük ettiği "Kolaylaştırılmış Okuma Yazma Eğitimi-Işık Projesi" ele alınmış; okuma/yazma ve yabancı dil öğretiminde sistemleştirilmiş bu eğitimin Türkiye'deki uygulanma süreci ve sonuçları nitel - nicel araştırmalardan yola çıkarak değerlendirilmiş, Koye'nin bir dil öğretim tekniği olarak kullanılması önerilmiştir.

## Sociolinguistic Aspects of English in ESP Classroom: Perception and Attitudes

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Competent use of the English language nowadays ensures quality participation in a great variety of communication among speakers in different countries. The communication focused on in this paper is in the first row related to engineering, as a kind of framework, while general communication is a background. Although the students generally have good English skills, practice finds their knowledge as a capacity lacking one for tackling today's linguistic challenges. Therefore, if biased towards getting the benefit from widening their own capacities, the students should grow aware that they mostly use English within ELF (English as a Lingua Franca), where it is very often almost imperceptibly but significantly affected. The students were invited to investigate, analyse and discuss that process where ELF speakers have substantial influence on ELF and its development. Also, they were invited to take a view of the concept of English varieties, especially in terms of cultural dimension of ELF.

### SLATE: Spoken Language Analysis Toolkit & Ecosystem

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To better understand the cognitive-motor skills and processes required for speech fluency in a language (e.g. in pronunciation learning or bilingualism research), several questions need to be answered:

1. What is the perceptual vs acoustic mapping of target phonemes in the target language?
2. How do the formant frequencies (related directly to vocal tract gestures) vary with time during phonation?
3. How do the formant frequencies associated with different phonemes depend upon context?
4. How do the resonant formant frequencies and trajectories vary in different languages?
5. How does the speaker's intonation (pitch) and intensity vary with time during phonation and context?

To this end, we present "SLATE" App, a smartphone based application/

ecosystem designed for speech and language researchers "in the field". By using various digital signal processing techniques interfaced on a smartphone, the App is able to dynamically track fundamental frequency (f0), first and second formants (F1, F2), and their associated relative formant intensity in real-time, for a variety of vowel sounds.

To further aid its 'ecological' objective of performing speech measurements "in the field", the App employs voice activity detection and, coupled with an intuitive graphical user interface, thereby allow the researcher to dynamically annotate the collected speech data stream on a smart phone "on the fly" and seamlessly upload the extracted speech parameters onto a server for easy archival and further analysis.

Details of the App's performance (e.g. accuracy/sensitivity, response time, etc) will be presented, along with user demonstrations of the tool. We also seek feedback from the user community to further inform development of the app, suggestions and refinement to better support users in the field.

Key words: Bilingualism and multilingualism; Innovation in language teaching and learning; Pronunciation; Acoustics Phonetics

### Attitudes of filipino esl learners towards english: implications for teaching english

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Attitude towards a language is a crucial factor in learning the target language. Language attitude can be behavioral, cognitive or affective. This study aimed to determine the attitudes of Filipino ESL learners towards English according to their dimensions and compare them by the learners' gender and type of school, which could provide valuable insights to the teachers of English. Descriptive-comparative method was utilized with the use of mean, standard deviation, frequency distribution, and t-test. There was a total of 133 respondents enrolled in the STEM strand in Marcelo H. Del Pilar National High School and Montessori De Sagrada Familia. A survey questionnaire was given to the respondents to determine their attitudes towards English. The study revealed that ESL learners have a positive attitude in each dimension of attitude towards English. Furthermore, there was no significant difference in each dimension of attitude when grouped according to gender and type of school. Since the results yielded only a positive attitude, these imply that further enhancement is necessary to achieve a highly positive attitude among ESL learners through the help of teachers, parents, schools, and curriculum developers.

**Key words:** dimensions of attitude, English language attitude, Filipino ESL learners, gender, school type

## Public Speaking: English as Foreign Language Learners' Anxiety

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It can be argued that the ability to speak in public is instrumental for building connections, inspiring change and influencing decision-making. In countries, like Thailand, China and Korea, where English is used as a foreign language, the demand for people who have the ability to speak in public, using English language as medium, is quite high. To address this high demand, the government of these countries implemented various programs such as hiring native speakers, sending language teachers to further their education in countries where English is natively-spoken, developing local curricular offerings that include international programs and the like. While these initiatives have improved the English Proficiency Index (EPI) ranking of these countries, the overall English language proficiency of Thailand remained among those countries in Asia with very low EPI rank; i.e. from 42 out of 44 countries in 2011 to 64 out of 88 countries in 2018 (EF, 2018). It is assumed that factors affecting learners, such as anxiety, are contributory to Thailand's low EPI rank. Thus, the ultimate goal of this study is to investigate the causes of language learning anxiety among 74 undergraduate English major students learning Public Speaking by administering Yaikhong and Usaha's (2012) Public Speaking Class Anxiety Scale (PSCAS). The PSCAS is supplemented by a semi-structured interview to probe deeper and to gain an in-depth perspective of learners' anxiety in EFL classrooms teaching public speaking. The findings may shed some light on the factors causing language learning anxiety, which may be instrumental for EFL teachers in preparing guidelines on how to deal with anxious EFL students.

**Key words:** Anxiety in Language Learning; English as a Foreign Language; Foreign Language Classroom Anxiety Scale; Public Speaking

### What is Almaty? Nation-branding, language, and scale in the city

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In our talk, we take the city landscape as a lens through which to investigate ideologies of language, state, and place-making - namely, how do different actors use language as a tool in constructing the city as a particular kind of space? The context of our investigation is Almaty, Kazakhstan, where

ideologies about the changing nature of the Kazakh state since independence are traceable in the city's linguistic landscape. Nationalist ideals concerning Kazakh primacy and purity can be seen in for instance the renaming of a number of streets in order to sound more "Kazakh" and to reduce Russian elements. Yet at the same time the city center is full of cafes, restaurants, and other types of private enterprises whose names and other semiotic materials index desirable kinds of foreignness. We argue that these apparently contradictory forces are not seen as incompatible, because they occupy different spaces and scales. As the largest city in Kazakhstan, central Almaty has been a particularly important symbolic space on which negotiations about the nature and images of the state are taking place. Drawing on theory from nation branding (Kaneva 2011) and linguistic landscapes (Thurlow and Jaworski 2010), we take data including the names of streets, cafes, restaurants and other types of language that occupy and help construct the physical environment. Though research on globalization has frequently been focused on hybridity and fluidity, we argue that the Almaty cityscape represents not necessarily hybridity but the organization of complex, layered, but ultimately bounded scales and domains, within which certain types of indexes are permitted to exist.

**Key words:** Nation branding

### Kazakh first names and changing naming practices

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Personal names are not just labels put on individuals, they are symbols that reflect the cultural and historical context and location, denote gender, class, ethnicity, and religion. Thus the study of changing first names is a way to explore social processes in urban Kazakhstan. The aim of this study is to track changes in naming practices of ethnic Kazakhs, both Kazakh-speaking and Russian-speaking, residing in Almaty. The data include approximately 2000 personal names of four generations collected through survey of 76 university students of both sexes.

The study revealed that there is a distinct change in the choice of names across generations. The names became shorter, there are fewer names containing specific name suffixes (e.g., jan) and specific Kazakh sounds, more female names are explicitly marked for gender, etc. There are also differences in naming practices between Kazakh and Russian-speakers as well as differences in male and female name preferences. Analysis of changing naming practices reveal current social processes of social distinction and

uncover symbolic ethnicity, class, gender, religion-based cultural boundaries in Kazakhstan. The study demonstrates that examining names as cultural indicators and indicators of social change could be a fruitful line of inquiry for studying socio-cultural change.

**Key words:** naming practices, anthroponomy, sociolinguistic analysis, anthroponomastics, onomastics

### **Waning stigmas: The case of linguistic peripheries in Albanian and zombie standards**

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Recently light has been shed upon various intermediate linguistic repertoires that deviate from imposed homogenized norms, whereby shifts in the (re)allocation of valorization of (non)fringe elements are of relevance. The predominance of such evolving and emergent configurations in fluid and dynamic domains of familiarity and (in)formality facilitates ascertaining various multifaceted disparities in language codification, including hegemonic language ideology (see Milroy, 2001). The salience of these amalgams involving centrifugal edifices fusing with manicured centripetal impositions situates Auer's dialect-standard continuum for various European languages at the fore, thus yielding space for constructive discourse regarding demotisation, (de/re)standardization, as well as diaglossic repertoires (see Deumert, 2010; Kristiansen and Coupland, 2011; Rutten, 2016). Such linguistic (re)alignments allow us to (re)consider the pertinence of zombie standards. As Beck (2002) points out, "Zombie categories...blind the social sciences to the rapidly changing realities within the nation-state containers, and outside as well" (cited in Deumert, 2010, p. 259). Varied intensities of these di(a)glossic behaviors can be observed when investigating spoken and written communication, including in virtual linguistic landscapes and cyber-spheres (Deumert, 2014; Schilling, 2016). Such trajectories interrupt homogenizing, non-heteronormative, and ortholinguistic attempts that often stymie various agency-driven language movements. These counter-hegemonic dynamics as well as living dead categories can be brought to light when various decisions concerning the standardization of Albanian are scrutinized (see Byron, 1976). This paper investigates the crisscrossing of multi-lectal and heteroglossic configurations in Albanian, thereby underscoring demoticed and di(a)glossic strands in everyday language practices and their relevance to L2 pedagogy (see Wei, 2011). Various situated centrifugal components

– including structures containing elements of waning stigma, increasingly upgraded prestige, converging and diverging language histories, as well as (multi-) indexical variability – are considered.

**Key words:** heteroglossia, diaglossic repertoires, destandardization, non-standard varieties, language ideology, zombie standards

### **Motivational tools in teaching English to non-linguistics specialty students**

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The process of globalization and expansion of the Kyrgyz Republic's international relations with other countries in economic, political and cultural spheres lead to the demand of foreign language specialists. As known, foreign language proficiency provides numerous opportunities to the learners, such as broadening learners' professional horizons, building cross-cultural communication, getting acquainted with literature in foreign languages, and getting insight into a new culture and traditions. Foreign language acquisition requires consistent effort, since its improvement depends not solely on acquiring sufficient amount of vocabulary and grammar skills, but it also depends on sufficient language practice. Language learning seems to be a time-consuming process, which wholly depends on motivation. The stronger if the motivation, the more productive is the learning process. It is believed, that awareness of the motivation, its mechanism enables to increase students

The presentation will focus on teaching English to non-linguistic specialty students. There is a tendency that students of non-linguistic specialties have low motivation to language learning. The main reason of this is the students are more overwhelmed with specialized subjects, while the second reason lies on the students' belief that they will not need a foreign language in their future profession.

The experience of teaching English language shows that generating and supporting students' intrinsic motivation is made possible with the help of meaningful communicative activities, role-plays, introduction of lingua and country studies information, where students get to know about new culture, customs, traditions and history of the target language. Moreover, integrating

regional information into English language classes such as introduction of interesting facts on region, historical and well-known places, learning cultures in cross-cultural aspects helps students to understand their own culture deeply and to get insight into the culture of the target language.

The main method that were used in teaching English to Ecology students of I.Arabaev Kyrgyz State University were role plays, presentations and case studies. The students enjoy making presentations. During preparation time the students have learned new professional terminology, new words and words. The teaching experiment within 6 months has shown a significant growth in students' motivation. The students organize the round table discussions on the Actual problems of Ecology, English in my future career, Environmental protection and etc.

**Key words:** motivation, non-linguistic specialties

### Teaching English in the ESP fields (achievements and some issues)

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In the article the following issues are reflected, such as: the decrees of the President of the Republic of Uzbekistan and CEFR, applying them into the educational establishments, the achievements on the circle of those reforms, the short activity of the Department of Interfaculty Foreign languages of Kokand State Pedagogical Institute, how to teach the students of ESP directions and specialties including 19 directions of Bachelor's Degree, and 11 specialties of Master's Degree, as well as teaching more than 400 professors and teachers of the institute, a certain sample of a lesson, evaluation the students' knowledge, textbooks on ESP written by the staff, the forthcoming manuals, lack of international ESP textbooks and manuals related 19 directions and 11 specialties and conclusion as well. It is talked about in the article, language levels of non-philological educational establishments of the institute. At the end of the 4 years full study level B2 is required from the graduates of Bachelor's Degree and B2+ from the graduates of the Master's Degree. We speak about in this paper the ESP lessons for teachers taught in three modules according to the curriculum (produced on the basis of decree by number 281, July, 2014) presented by the Ministry of Higher and Secondary Special Education, as well. In this article some foreign scholars' researches and definitions to ESP have been studied. The scholars such as Evans (1977), Carter (1983), McDonough (1984), Hutchinson (1987), Hutchinson & Waters (1989), Ellis

(1992), Mumbusho (1994), Smeltzer and Leonard (1994), Holmes (1996), Murphy, Hilde Brandt and Thomas (2000), Bowker (2002), Stapa (2003), Barrantes Montero (2009) Dudley-Evans & John (1998), Anthony (1998) and Delgrego (2010) worked on this issue and have given their attitude to ESP teaching and learning. In order to enlighten the issue scientifically, I addressed some books, articles and a thesis for the degree of Doctor of Philosophy.

**Key words:** ESP teaching, decree, student, teacher

### Understanding the Reading Interests of Children in Kazakhstan

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Reading plays a significant role in the promotion of people's personal development. There can be various reasons to promote reading among youngsters. The basic ones which encourage young people to acquire some knowledge and information through reading can be their reading interests or needs. However, there are numerous complaints of teachers and parents regarding middle school students who do not read enough and do not demonstrate much interest to read.

The current study investigates the reading interests of middle-school children, motivations behind reading, and children's attitudes towards reading. The questionnaire was used for collecting data and 250 middle-school students took part in the study. The findings suggest that a majority of the participating students were interested and motivated to read for leisure; however, they have neither interest nor any motivation to read for school. Their reading interests for pleasure differ depending on their age. The results of the study provide the basis for further study as well as food for thought about broadening the assortment of reading materials for middle school students.

**Key words:** reading, reading literacy, reading habits, middle school students

### Технология дебат как ключ к улучшению

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Дебаты-наиболее подходящий инструмент для обучения в общем, и обучения языку в частности. Существуют несколько форматов дебатов, и можно подобрать подходящий целям и задачам обучения. Дебаты- это командно-ролевая интеллектуальная игра. В игре игроки отстаивают свою точку зрения, и опровергают точку зрения соперника, в строго определенном правилами формате. Благодаря особенностям игры, учащиеся

развивают свои спикерские навыки, умение слушать и слышать, отстаивать свою точку зрения, пользоваться жестиком, позами и голосом. Дебаты дают не только предметные знания, но и развивают общую эрудицию, ведь темы игр могут быть различны. Все вышеперечисленное не только воспитывает сильного оратора(спикера), ради чего мы собственно и изучаем язык в школе, но и всесторонне развитую личность. И естественно эти навыки помогут будущим студентам при защите проектов, курсовых и дипломных работ и т.д.

### **Language textbooks in secondary schools in Kazakhstan**

Karina Narymbetova & Kamiya Abdulkhakimova  
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The topic of the presentation arises following the educational reforms that are being introduced in Kazakhstan to enhance the language learning of school children in Kazakhstan. Researchers explored language programs through analysis of the textbooks and assessment programs. Thematic analysis of the textbooks revealed the change towards developing critical thinking and creative skills that shaped the learning content. Formative and summative forms of assessment were other valued pedagogical dimensions that show that some assignments are not well designed. The findings are expected to be useful for language teachers, material developers and evaluators as well as curriculum developers.

**Key words:** language teaching, evaluating textbooks

### **Digital technology in formation of the professional discourse of future lawyers**

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This paper examines the notion of the term “digital technology”. And the author aims to analyze and discuss the usage of technology in past, present and future. Three main stages of using computer technologies in the teaching of foreign languages: behavioral, communicative and integration are discussed in this article. It was reviewed that at the beginning the main principle of building computer programs was “drill and practice”. Also author focuses on the communicative theory that was popular in teaching

in the 80s. The basic principles of a communicative approach to the use of computer technology were discussed as well. Thirdly, it is reviewed the appearance of new programs that give students the opportunity to use the already acquired skills in communication. The author examines the notion of the term “discourse” as well in this paper. An attempt is made to reveal this relationship by determining the concepts of text and discourse in the system of language / speech. In this article the author presents the main characteristics of the discourse and text, aiming at giving an insight into the discourse. The interrelation between the concepts “text” and “discourse” is observed by the author. The question if the discourse and text are the same or different were defined by the author. It is thoroughly analyzed by the author if there is a difference between the digital media and ICT or not. Also it is reviewed how today digital technology might be used by educators in the classroom, as a resource for teaching EFL. Especially in forming professional discourse of future lawyers. This discussion arose from the analysis by the second year students of the Kazakh Ablai Khan University of International Relations and World Languages (KazUIR&WL) at which the digital technology (online tool) has gained recognition of its potential by students.

**Key words:** digital technology, discourse

### **Globalization and Higher Education Reform in Central Asia: Opportunities and Challenges of English-Medium Curriculum**

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Independent scholar & Nazarbayev University, Kazakhstan

English as a medium of instruction has been used and it is a significant trend in internationalization (Wächter & Maiworm 2014). Similarly, many higher education institutions in Central Asia are choosing to offer their education programs in English. It is related to the desire of institutions gain local, regional and global competitiveness. This paper describes experiences of graduate students at Graduate School of Education of Nazarbayev University (NUGSE), which is a modern and rapidly developing university in Astana. NU aims to develop into a research university of international renown combining education, research and innovation. Core features of the university include: academic freedom and institutional autonomy, predominantly internationally recruited faculty, and English as the language of instruction and research. Master and PhD students of NUGSE take courses and conduct research in English, which allows them access largest research online databases and use empirical research literature. The NUGSE graduates are expected to take

leading roles in bringing changes and reforms in all sectors of education. In addition to their core and elective courses in their specializations, graduate students also take courses in academic English and Kazakh. This paper presents students' experiences of shifting between languages while studying, reading literature, participating in face to face and online discussions, conducting research and writing papers, as well as presenting their research to local and international audiences.

**Key words:** medium of instruction, research, impact

### **Diplomat's intercultural-communicative competence model and its components**

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The article, the methodological composition of the didactic process of forming diplomatic cultural competence is considered as an interdisciplinary process, from a general idea to a series of successive stages of development of future activities, from specifically programmed actions to a precisely predetermined result, that is, the practical application of linguo-cultural skills in intercultural communication activities. The result of the model and the product of modeling are a functional category that produces the object of research and study.

Among the definitions of «modeling» and «model» scientific knowledge or tools that describe, reproduce, replace, simplify or choose the original object are the basis for determining the ability to implement the «model» of the two modeling functions are recommended to use:

- 1) systemic-cognitive, allowing to present the category "knowledge content" as a systemic and integral structure representing the original object;
- 2) formative function, which allows using the model as a teaching tool, which is important in the pedagogical process and constructs the model object (educational content) as a way of constructing new potential states as a "prototype".

**Key words:** diplomatic terminology, intercultural, discourse, model words.

### **Using Rubrics to Evaluate and Improve Students' ESP Writing**

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Improving L2 writing through use of rubrics has become a widespread practice in ELT. Understanding research findings and making classroom-based applications of such findings is important for helping teachers use rubrics for effective and efficient writing instruction. Some findings regarding effective rubric use include providing students with clear guidance on their use in peer feedback (Wang, 2014), improving learners' accuracy after receiving both form-focused corrective feedback and use of rubrics (Ene & Kosobucki, 2016), and use of rubrics to help students plan how to approach an assignment (Becker, 2016). This presentation will firstly provide evidence that rubrics have a wide range of effective uses for different educational, instructional purposes, then describe how rubrics have been successfully implemented into the classroom. Lastly, the presentation will offer recommendations for L2 writing teachers, including the development of rubrics within the classroom by students themselves, peer editing techniques using rubrics, and writing feedback by teachers based on the rubrics. Participants will leave with handouts that detail resources, sample rubrics, sample feedback, and various other pedagogical applications to adapt rubrics to various writing classroom contexts, with a particular focus on adapting rubrics for use in ESP contexts.

**Key words:** assessment, writing, ESP, rubrics

### **The pragmatic comparison of Persian and Uzbek Politeness in cross cultural communication**

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This study is dedicated to research Politeness of Persian and Uzbek language comparatively. The study found that Persian linguistics are far more active concerned with this topic rather than Uzbek academics.

Politeness is one aspect of language use that strongly reflects different cultural perspectives, thus polite expressions in the first language may not directly translate into the second language.

Iran and Uzbekistan follow the cultural rules connected with family traditions, national customs, relations between people in society, verbal politeness level changing according to the age and social status of the addressee what are special mostly to Asian countries.

Questionnaire survey has been conducted over 120 participants from Iran and Uzbekistan on social topics. Hospitality (positive face) (Iran:67%; Uzbekistan:49%); Compliment(Iran:90%; Uzbekistan:40%); Trade conversation(Iran:100%; Uzbekistan:35%).

Both Iranian and Uzbek people always use terms of politeness daily. In the study of compliments, self-debasing, praising other people, praising back existed in Persian speech, while in some cases self-debasing and placing the addressee in high position was not often observed in Uzbek speech. On the contrary self-debasing much can lead to misunderstanding, while Uzbek speaker feels his/her opinion has been neglected or the praised person seems to be arrogant. There is a saying in Uzbek: “Being too modest is the sign of arrogance.”

Persian ta’arof can be met for the purpose of impressing positively other people; making other people free or good; following folk rules of ta’arof no matter willingly or not; and also it can be used to put people in an awkward position and make them do what the speaker wants.

Uzbek “Politeness” aim is to remain good impression in other people’s memory and maintain the atmosphere for them to feel good / relaxed and obeying rules of politeness. Persian politeness term ‘you can have it for free’ wasn’t observed in Uzbek.

### Testing the language proficiency of language teachers: fit for purpose?

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The 2012 Decree of the President of Uzbekistan on foreign language teaching and learning acknowledged a number of problems in the area and defined steps to be taken in order to address these problems. One of the consequences of the document was the nation-wide testing of foreign language proficiency of language teachers working in governmental educational institutions. During 2013-2016, nearly 30,000 teachers from all levels of education took the test developed and administered by State Testing Centre, a governmental assessment and quality assurance body. The results of the test revealed a number of problems related to foreign language teacher training, including inadequate communicative competence of teachers in the language they teach and big gaps between receptive and productive skills. On the other hand, when the test itself comes under scrutiny in the light of the three key questions about assessment proposed by Stobart (2008) in Testing

Times, a number of questions related to the validity of the test arise. Thus, analysing the purpose the test is meant to serve and whether the designers of the test have chosen the right form for the intended purpose, it becomes difficult to define the purpose of the test developed by State Testing Centre within the range of assessment purposes suggested by researchers in the field. It also becomes difficult, if not impossible, to interpret what the scores mean, since it was not made clear whether the test is norm-referenced or criterion-referenced. The link between test scores and CEFR levels remains questionable, though the test was modelled after internationally recognised language proficiency tests. Nation-wide implementation of the test has led to both positive and negative impacts, the latter mostly related to the unintended use of test results by authorities.

**Key words:** language testing, validity, teaching English as a foreign language, teacher training

### Чет тилини ўргатишда интегратив ёндашув

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Хорижий тил интеграцияси — ўта қизикарли ва турли жабҳалардан хабардор бўлиш жараёнидир. Интеграцияланган дарслар актуал муаммолардан келиб чиққан бўлиб, нафақат тил тизимини ўрганишга балки, дунё тўғрисидаги тасаввурни шакллантиришга ёрдам беради. Замонавий таълим тизимида нафақат бир соҳада илм олиш ва уни мустахкамлаш, балки етук шахс бўлиб етишиш учун умумий билимлардан кераклича баҳраманд бўлиш аҳамиятга молик десак муболаға бўлмайди. Демак, таълим олишда, хусусан инглиз тилини ўргатиш жараёнида интегратив ёндашиш кўзлаган мақсадимизга эришишга йўл очиб беради.

Замонавий Олий профессионал таълимда чет тилини, хусусан инглиз тилини биладиган, ўз профессионал фаолиятида компетентли бўла оладиган, жахон стандартларига кўра ўз муттахассислиги бўйича билимдон, ўз устида тинимсиз меҳнат қиладиган ҳамда ўзини комилликка етаклайдиган мутахассисларни тайёрлаш зарурати мавжуд [2]. Бундай муаммони ҳал этиш учун эса, ўқитиш шароти, услуги, методикаси ва унга бўлган муносабатни тубдан ўзгартириб, янги эффектив инновацион ғоя ва ёндашувларни ишлаб чиқиш жоиз бўлади.

И. А.Зимняя: « Хорижий тил фан сифатида « предметсиз» [6,7] -, дейди. И.Я.Лернер эса, хорижий тил фан сифатида асосий компоненти фаолият услублари бўлган дисциплиналарга тегишлилигини айтади. Де-



мак, аввалам бор, ўкитиш жараёнида коммуникатив компетенцияни, фан ва оламга муносабатни, халқлараро маданий алоқаларни, грамматикасиз мулоқот, мулоқотсиз грамматиканинг кучи ва унга бўлган эҳтиёжнинг пасайишини инobatга олган ҳолда, нафақат тил тизимини, балки бир нечта фанларни комплекс ҳолатда тил орқали ўргатиш муаммоларини ечими тадқиқотимиз мақсадидир.

Шуни айтиб ўтиш керакки, коммуникация мотиви асосида Чет тилига, хусусан инглиз тилига бўлган қизиқиш ортиб, унинг асосий мақсади коммуникатив мақсадга бориб тақалади. Интеграция эса, коммуникатив компетенциянинг асосий шакллантирувчиси бўлиб саналади. Демак, чет тилини ўрганишда интегратив ёндашувни 3 та асосий аспектга таянган ҳолда йўлга қўйиш айни муддао бўлади: тил тизими, предметга оид ва коммуникатив.

**Ключевые слова:** интеграциялашган таълим, компетенция, хорижий тил, инновацион фоя, ечим

### **Using sociometry method to research massive text (on base The Forty Knights of Steppe epic poem)**

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In this article we will have be using sociometry method to analyze of content of historical text. Sociometry method is generally uses in psychology for measuring social relationships. It researches hidden connections, alliances, subgroups and relationship structures in a group. We chose like a research object "The Forty knights of steppe" epics.

"The Forty knights of steppe" epic poem is one of interesting and massive literary composition that represents historical period before Kazakh khanate and after Golden Horde times. This period in Kazakh literature calls "Nogayly period". The term "Nogayly period" entered to Kazakh science by Kabibolla Sydiykyuly. He wrote the definition of the "Nogayly period" term in 1974 in his book "Aqyn zhyraular" (literally "Epic Poets").

"The Forty knights of steppe" epic poem is the unique composition of oral literature. It was recorded by Academy of Science Kazakh SSR from Muryn zhyrau Sengirbekuly in 1942. "The forty knights of steppe" epic poem contains 36 epics that contact with each other via content and hierarchy structure. "The forty knights of steppe" epic poem's parts are "Angshibay batyr", "Parpariya", "Quttyqiya", "Edige", "Nuraddin", "Musa", "Oraq-Mamay", "Qarasay-Qazy", "Qaradong", "Zhubanysh", "Suyinish", "Er Begis", "Tegis,

Kogis", "Tama", "Tana", "Narik", "Shora", "Asanqaygi, Togan, Abat", "Qargaboyli, Qaztugan", "Qydyrbayuli Qobylandy", "Kokshe batyr", "Kokshening uly Er Qosay", "Aqzhonasuly Er Kenges", "Manashy", "Manashyuly Tuyaqbay", "Zhangbyrshy", "Zhangbyrshyuly Telagis", "Aysaning uly Ahmet", "Alaw batyr", "Amet batyr", "Shyntas", "Shyntasuly Torehan", "Sultankerim", "Qart Qozhaq", "Qulynshaq".

**Key words:** Sociometry, epic, The Forty Knights of Steppe

### **Problems of implementing Benchmark Test in CAA**

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The role of teaching Aviation English is great in Civil aviation industry. The aim of research work is to identify the necessity of Benchmark test in teaching Aviation English and put it into practice. To define the ways of solving current problem in teaching Aviation English in the Civil Aviation Academy the following methods of research were done: analyzing, testing, control, interview, comparing.

In the field of aviation security concept of "safety" is considered as the control of risk factors. That is, security is a condition in which the risk of harm to people or property damage is reduced to an acceptable level and maintained at a lower level by means of a continuous process of hazard identification and control of risk factors.

As citizens of the Republic of Kazakhstan are not native English speakers, possession and use of English in professional activities as part of the risk factors. The new phase of development of civil aviation prerequisite for the implementation of safety is higher, on the requirements to the level of language proficiency based on mandatory testing and certification.

Taking into consideration above-mentioned problems in the sphere of Civil Aviation we recommend implementing Benchmark test in learning process of Civil Aviation academy.

Expected results: Implementation of Benchmark test in Civil Aviation academy for realization policy of "The 3rd modernization. Global competitiveness" by President of Republic of Kazakhstan in the training of future specialists in the sphere of Civil Aviation.

**Key words:** civil aviation, methodology, approach, CLIL, Benchmark.

## Common Problems in Turkic Inscriptions

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Since the beginning of the twentieth century, the Turkic languages, be it the Latin script or Cyrillic, are considered to be among the languages that improve the writing language, which regulate the writing system. Many Turkic Cyrillic peoples consider changing schedules for economic damage, or even as a psychological barrier. Among the Turkic languages, the first to adopt the Latin script were Azerbaijani and Uzbek, but they had some dissonance. Kazakhstan is also in the process of translation into the Latin script. Today, after the collapse of the Soviet era, the Russian language, which is a means of communication between Turkic languages, is deprived of its reputation and its position. And English will not soon become a means of communication. It turns out Turkic languages that have long since moved away from a common understanding, writing will be the only way to communicate. Otherwise, the language gap between the Turkic languages will increase. It is not too late to discuss the issue of the general written schedule between the Turkic languages, which has been raised since the beginning of the 20th century. So, what happened in the last century, when the Turkic languages were united by common graphics and rational rules? What is the result? Therefore, we, the Turkic peoples, should be aware of their changes in the schedule. We need to share the experience that the Uzbeks, Azerbaijanis, and Türkmens used when they accepted the Latin script in their written speech. Therefore, the report will differ in the distribution of positions in the new Kazakh alphabet and spelling, as well as a synthesis of the experience of these Turkic languages.

**Key words:** Turkic languages, alphabet, spelling, rule, dictionary, orthoepy

### Definition of the concept «state» (in comparative analysis of russian, kyrgyz and turkish languages)

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This article discusses the current insufficiently explored concept of “state” in modern political discourse. The relevance of the topic in highlighting the definition of the concept “state” is that it is the core of the political concept sphere and is a fundamental category of the world of politics. Such a holistic

view of the world of politics is possible only by referring to the concept of «state» as an important component of the political concept sphere. The definition of a concept and the whole concept of a “state” is a way of interpreting social reality in basic political terms. A certain type of practical language activity is discourse, which serves political processes with relevant concepts and concepts. It has vocabulary of words and expressions inherent in the thematic sphere, fundamental abstractions and metaphors, typical contexts of statements, constructions of usage words and connotative connections between individual concepts of politics. Political discourse is the reproduction of a full combination of interactions between a person and society, which indicates the impact on the creation of a picture of the world among viewers and listeners. The text of political discourse contains both extralinguistic and symbolic information (picture of the world presented by means of a sign, nomination). The political discourse is the world of politics, which consists of public speaking, dedicated to government activities or information about politics, official texts on this subject, for example: laws, decrees, decrees, scientific articles on political science, newspaper articles and publicistic materials. Each of these types of political discourse has its own intent. The purpose of our report is to study the object of the concept of «state», identifying cognitive features in the mental consciousness of individuals and communities of the studied states. The subject of the analysis are linguistic means potential for political texts in Russian, Kyrgyz and Turkish. The advantage of the theory of research is highlighted by linguistic means, with the help of which it is possible to assist in the linguistic constructions of political discourse. The practical significance lies in the fact that the materials and search results will be productive in the development of theoretical courses for the departments of cognitive linguistics, sociology, philology, political science. Where can be applied with extensive interdisciplinary discharges like, in ethnosociology, ethnopsychology, ethnoculturalology, conceptology, etc.

### Reading in the condition of the clip culture

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This article is devoted to the problem of student’s relation to the reading in Kazakh language. Reading in Kazakh language for new generation in Kazakhstan particularly, in experience of an author of this article is problem that shows a crisis in today’s schools. In turn, new technology challenges our understanding of what it means to be literate. Young students who have

grown up since the emergence of the World Wide Web and the assortment of related digital technologies are now being referred to as the Millennials (Howe&Strauss, 2000)<sup>7</sup> This generation is different from previous generations in important ways. For excellent primer see the Howe and Strauss website Millennials Rising: The next Great Generation ([www.millennialsrising.com](http://www.millennialsrising.com)). Nowadays the audiovisual instruments of communication become the main carrier of information and it affected on the cognitive style of people living in information age: now researches the mosaic style of thinking of contemporary individuals and clip thinking. In the conditions of the clip culture an author suggest some strategies for increase an interest for reading in Kazakh language.

**Key words:** reading in Kazakh, features of thinking of the new generation, change of the relation to reading, clip thinking, mosaic thinking, information society, clip culture, strategies of reading in Kazakh language, cognitive style, teacher effectiveness

#### **Design of authentic listening tasks to reinforce critical thinking**

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The workshop is devoted to sharing both experience and tips on dealing with challenges the teacher may confront during implementing, conducting and evaluating alternative assessment techniques in English as a foreign language classes. Teaching with authentic materials is one of the alternative approaches that is used in ESL practice. However, not all teachers are aware of tasks' design to benefit from authentic materials. This workshop provides clear instructions on how to adapt and design authentic listening tasks that enable critical thinking development.

#### **Trilingual Education in Hong Kong Secondary Schools: A Case Study**

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After the handover in 1997, the government of Hong Kong has adopted a "Biliterate and Trilingual" language policy, which aims at developing biliterate (written Chinese and English) and trilingual (Cantonese, Putonghua, and English) citizens. However, Hong Kong secondary schools do not have an agreed approach for the implementation of trilingual education, and the

Medium of Instruction (MOI) arrangements have been a controversial topic, leading to the criticism that the bifurcation of EMI (English as the MOI) and CMI (Cantonese as the MOI) schools might not fully meet and cater for the needs of individual students. Responding to such criticism, the government decided to fine-tune the MOI arrangements for secondary schools in 2009 with a view to allow secondary schools the flexibility to decide professionally the appropriate MOI arrangements. This paper reports on a case study of the trilingual education model adopted by a Hong Kong secondary school after the introduction of the fine-tuning policy. Research methods employed in this study include questionnaire surveys, interviews, and analysis of recorded lessons. Research findings suggest that various factors need to be taken into consideration when adopting a trilingual education model. First, students found it more appropriate to use Cantonese rather than Putonghua as the MOI for teaching the Chinese Language subject and the effectiveness of using Putonghua as the MOI was doubted by the Chinese Language subject teachers and the principal. Second, although some subjects such as Science and Mathematics were taught using English as the MOI, mixed code is prevalent in classroom teaching. Third, the importance of using mother tongue in teaching is emphasized. It is hoped that this study will shed light on how trilingual education can be implemented effectively in secondary schools.

**Key words:** biliterate and trilingual language policy, trilingual education, Medium of Instruction, Hong Kong, secondary schools

#### **Cognitive-content complex as an organizational basis of the cognitive aspect of foreign language content**

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The modern theory of foreign language education contributes to the organization of the educational process with a focus on the development of personality as a "subject of intercultural communication". "The subject of intercultural communication" is able to have successful intercultural communication with representatives of other linguistic societies, which helps a modern specialist to be active in professional communication on the world stage. At the present stages, along with culturally-oriented models, which

imply students' mastery of linguistic-cultural and sociocultural competences, subject-oriented models become especially important when a foreign language becomes a means of studying a subject (chemistry, biology, geography, etc.). Consequently, a foreign language teacher must know not only a foreign language, but also be an expert in a certain field of knowledge.

This article examines the issue of the cognitive-content complex as an organizational basis for the professional-foreign language training of a natural science specialist for the development of new cognitive-linguistic and cultural complexes in the subject aspect of the content of foreign language education. The structure of communicative complexes consists of the communicative sphere, the specific composition of the topics corresponding to this sphere, the characteristic situations of communication, metalinguistic material, authentic texts of various speech-compositional forms and genres of speech. Cognitive-content complex (CCC) is an educational material containing a communicative complex, thematic-text unity (TTU), providing secondary reconceptualization of the branch knowledge block through the primary conceptualization of knowledge in the native language, through a professional metalanguage contributing to the formation of the «secondary cognitive consciousness» and « a different picture of the world as well as the «language personality's» interlanguage conceptualization as a subject of intercultural communication. The subject content of the content-branch learning of a foreign language in the natural sciences is organized in the CCC, which contains the communicative sphere, topics and subtopics and typical communicative situations.

**Key words:** cognitive-content complex, cognitive-linguistic and cultural complex, thematic-text unity

### ESL for grown-ups

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The article concerns variation of methods and methodology used as a proposal for teaching the English Language for members of old age groups. Indeed, they mostly fail to acquire language skills due to stress caused by daily lifestyle problems and memory problems which is normal for ageing process. The aim of the article is to do survey in this type of classroom and suggest the most suitable methods and technique so as to help both teachers and students. Target audience is ESL teachers as well as older members of the community who wish to learn English as a Second Language. The

article will be in English language in order to provide worldwide access for the crucial information provided. The author carries out the survey and collect and sort out data in collaboration with English language teachers and students who are learning English as the second specialty who are mostly over 30 in Namangan State University. The university is chosen as an example for High Schools. Yet, not everyone learns the language at high school. Hence, Effortless English Language Center also shares valuable information on the subject representing language teaching courses.

### Open Space technology in teaching young learners

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Open Space Technology is a way to create inspired meetings and events with all kinds of people, in any kind of organization. It was invented in the mid-1980s by an Australian organizational consultant Harrison Owen. After 20 years, Open Space Learning Circle (OSL) was created on the basis of Owen's Open Space Technology in the sphere of pedagogic methodology.

Open Space Learning circle classroom management modifies the traditional classroom structures and instructions in order to motivate pupil's interest in class participation. Through learning circle pupils could have their voices heard in class discussion. OSL employs methods such as 'enactive' learning, 'kinesthetic' learning and the various styles of teaching.

We can apply for Open Space Learning in explaining "I like... structure. Teacher explains the theme in open nature using natural plants and other things in the school yard. The teacher touches one tree and tells "I like an apple tree" as an example and doesn't say the translation. Children must predict the meaning of the sentence. Having found the meaning, pupils must make up a sentence using the structure "I like..." and touching an object. Maybe they don't know name of the object. Teacher may help on this occasion. Applying this method pupils remember easily the structure "I like..." as well as enriching word stock.

As it is set in the open space, learners will be more motivated and enthusiastic. They can see and touch, or even feel the things that they are learning.

**Key words:** Technology, Harrison Owen, learning, principles, learners

## Emergence of the Latin Alphabet in the Soviet Central Asia and Caucasus

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The chapter is primarily based on the review of relevant literature and it aims to look into historical background of introducing the Latin alphabet in Central Asian countries (Kazakhstan, Uzbekistan, Tajikistan, Turkmenistan and Kyrgyzstan) and in Caucasus (Azerbaijan) in the first half of the twentieth century. A total alphabet shift in these newly-formed Soviet republics was a fundamental change at that time, which could be compared to the similar one in the Republic of Turkey in the 1920s but with its own specifics. A particular emphasis is given to the process of shifting from national scripts to the common New Turkic Alphabet (NTA) in the 20s and 30s, before NTA was finally substituted by the Cyrillic script. It should be noted that within this historically short period of time, the adapted Latin alphabet played an important role in nation building and elimination of illiteracy in each country. The chapter will also focus on the challenges and realities that every country involved had to face while implementing those changes.

**Key words:** Script changes, Turkic languages, language and identity, unification, challenges

### Overcoming the challenges in teaching CBI

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This paper points out the most important issues in teaching and learning CBI. CBI is playing a significant role in teaching and learning a second language. It is a combination of content and language which demands a great knowledge and experience from the teachers. Today two expressions CBI (Content Based Instruction) and CLIL (Content and language integrated learning) is often heard in teaching English and both of them interpret the same meaning. `CBI teachers may face a dual challenge in designing their lesson plans keeping in mind both language learning objectives and content learning objectives as well. However it causes cognitive load that overload the learners' memory with difficult concepts. Scaffolding and Schemata are effective language tools to put into practice in overcoming these challenges. Moreover, a wide range of vocabulary is necessary in conducting CBI courses to express their opinions freely by using the general terms and the concepts

that are specific to the content areas. Another problem of CBI is finding suitable materials to work with. Open Educational Resources can be a great opportunity to provide them with new teaching techniques and presentation ideas. Next important issue to tackle is assessing the learners' knowledge which is considered to be another hindrance in CBI. Teachers should be aware of assessing them correctly and designing the right assessment tests like summative or formative, focusing on either their content knowledge or language skills.

**Key words:** CBI, CLIL, schemata, cognitive load, open educational resources

### EFL teachers' educational curriculum: challenges and the ways of improvement

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The paper is a set of national standards to be used by English language teachers in Kazakhstan to ensure their lifelong professional development and thus give students better opportunities to acquire English effectively. The set of standards includes requirements to be followed by teachers in different stages of their career, trainers, and senior leadership teams of school administration and municipal educational departments in order to meet student needs and necessities of modern education. The paper directs teaching practices and approaches toward the creation of education opportunities for students to meet modern challenges and participate actively in teaching and learning processes. Students' active involvement in lessons supports them in gaining and using practically their language knowledge and skills during their whole lives. The implementation of student-centered teaching and learning in national schools through the use of modern methods, techniques and multicultural approaches will help students to achieve their goals in future. As opposed to teaching practices based on teacher-centered learning, this paper was devised with due consideration of the student-centered education ideas which aim to develop learner's autonomy and independence and emphasize student's critical role in constructing meaning from new information and prior experience. The use of these techniques has been demonstrated to be highly effective in gaining and retaining knowledge in and out of the classroom.

**Key words:** EFL teachers, professional development

## O'zbek tilini ona tili sifatida o'qitish – tilga asoslangan metod

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Til o'qitish va o'rganish murakkab jarayon bo'lib, o'rgatuvchi va o'rganuvchining o'zaro hamkorligiga asoslanadi. Til o'qitishning bir nechta yetakchi metodlari bor. Olim B.Kumaravadivelu bu metodlarni uchga ajratgan. Biz asosiy e'tiborni ulardan biriga, ya'ni tilga asoslangan metodga qaratmoqchimiz. E'tibor beradigan bo'lsak, ta'lim tizimida o'zbek tilini ona tili sifatida o'qitilishida aynan tilga asoslangan metodga tayaniladi, ya'ni asosiy e'tibor lisoniy strukturalarni o'qitishga qaratiladi. Mavzular maxsus ketma-ketlikda, bir-biri bilan uzviy bog'liq tarzda tanlangan. Albatta, o'rganuvchi bu Grammatik shakllarni o'zlashtirgani yaxshi, biroq ularni amalda qo'llay olmayotgani asosiy muammo hisoblanadi. Darslikdagi har bir mavzuning nomlanishi ham lisoniy shakllar bilan bog'liq. Masalan, "Fe'l", "Fe'l zamonlari", "O'tgan zamon", "Kelasi zamon" kabi nomlanishlarga ega. Sarlavhalardan ham ma'lum bo'lyaptiki, asosiy e'tibor ma'lum Grammatik ma'lumotni o'rgatishga qaratilganligidadir. Har bir mavzu bir xil tartibda tuzilgan: sarlavha, Grammatik qoida, shu qoidadagi Grammatik strukturani aniqlashga qaratilgan bir-ikkita mashq va uyga vazifadan iborat. Til o'rganishni faqat yozuv malakalarini egallab yoki faqat o'qish malakalarini egallab biror natijaga erishib bo'lmaydi. Til o'qitish va o'rganish jarayoni til malakalarining integratsiyalashuvini talab qiladi. O'quvchilar Grammatik qoidalarni yaxshi o'zlashtirganlari bilan matn yozishda juda ko'p xatoliklarga yo'l qo'yadilar. Bundan tashqari, ularning og'zaki nutq malakasi ham yaxshi shakllanmaganligi dars jarayonlarida ma'lum bo'ladi. O'quvchi faqatgina shaklga emas, balki mazmunga ham e'tibor qaratishi lozim. Mashqlardagi so'zlarning ma'nosiga, uning matn tarkibidagi o'rniga. E'tibor beradigan bo'lsak, darsliklardagi aksariyat matnlar badiiy asarlardan olingan. Uyga vazifa sifatida matn yaratish topshirig'i berilganda ham o'quvchi badiiy matn darajasida yaratishga urinadi, eplolmagach, biror joydan ko'chirishga harakat qiladi. Bu kabi holatlar ham o'zlashtirish ko'rsatkichining pasayishiga sabab bo'lmoqda.

Demak, o'zbek tilini ona tili sifatida o'qitishdagi tilga asoslangan metodni boshqa metod turi bilan almashtirishimiz hamda til malakalari integratsiyalashuvi uchun shu asosdagi darsliklarni yaratishimiz lozim. Bizning asosiy maqsadimiz dars samaradorligini oshirish, shuning uchun ham birgina metod bilan cheklanib qolmasdan boshqa yuqoriroq natija ko'rsatadigan metodlardan ham foydalanib ko'rishimiz kerak.

## Effective ways to deal with mixed ability students in foreign language classes

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It is essential to note that attitude towards learning vary among students in terms of language proficiency, learning styles, maturity, motivation and personalities. Such diversity may cause some challenges.

On the other hand ideas and thoughts can assist in altering classroom activities, teaching skills and methodology. In this article particular attention is given to using practical methods to deal with mixed ability students so that every student in a class can benefit from lessons and make use of knowledge that they acquire from in real life situations.

Additionally, effective ways that are provided here can be beneficial to foreign language teachers to arrange their classes and encourage their learners to equally participate in various activities and obtain life beneficial experience from classes.

**Key words:** effective ways, mixed ability, teaching English as foreign language

## Comparative analysis of the concept «Foolishness» on the base of proverbs

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Cognitive linguistics has become one of the important disciplines of all modern scientific schools one of whose aims is to investigate different concepts. It is comparatively a new branch for an Uzbek linguistic school and much work is expected to be done. The article deals with the study of the concept «Foolishness» in an Uzbek and English linguistic system. Much attention is paid to the mental representation of proverbial units found in the language system of the Uzbek as well as the English. All proverbs were grouped according to their meanings and categorized on the base of close features through comparative analysis. The article gives a valuable information on the results of investigation which showed some similarities and differences of the concept "foolishness" in the conceptual sphere of the Uzbek and English. It also gives a detailed analysis of proverbial units, which clarify its conceptual

field. The following conclusions are drawn from the analysis of the connotation of “foolishness” determined by conceptual sphere of both Uzbek and English nations: two main aspects of the concept as cognition and behavior were revealed which are connected with religious, social and educational view formed for a long period of time. It is these three factors that predetermined all notable features of the concept “foolishness”. It is these three factors that predetermined similarities and differences between two nations.

**Key words:** Concept «foolishness»/«ахлоқлик», analysis, proverbial units, linguistic system, categorization, uzbek culture, english culture, linguistic picture of the world

### **Formation of forms of communication**

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The article is devoted to the formation of the child’s speech from birth to 12-14 months. It expounds about this period’s peculiar features, factors which influence the development of speech and their linguistic aspects.

As you know, about his appearance on light newborn reports the crying. Nature has taken care of this universal way of contact of the child with the surrounding world. From a physiological point of view, the cry of a newborn is a side, irrelevant of the result of the innate synergy (complex movements), i.e., of course, the reflex reactions. However, in an adult, the cry causes a certain response, is interpreted by him as a call for help, which he provides to eliminate the state of discomfort of the child caused by hunger, pain, violation of thermoregulation, etc. It is as if the “contamination” of the adult feelings of the child. It is a signal that is a prerequisite for further communication, not an act of communication.

At the age of 2.6—3 months the reaction of the child undergoes significant changes. Initial differential cry like the cry of pleasure (vocalizations babbling), resulting in positive emotional situations (the baby is full, it hurts nothing), and a cry of displeasure (actually a vocalization of a scream) that appears when a negative emotional state of the child (pain, hunger). However, starting from about 3 months to purely reflex reactions of the child is added and the first social-reaction to communication with the mother. The behavior of the mother is a call to the child to enter into emotional contact with her. “Emotional contagion” plays an important role in shaping contacts child with decent. This is the basis on which his personality is formed in the future.

### **Richness in learning through different people’s lenses**

Marie J. Myers

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In Canada, we have many newcomers and a very mixed multilingual student population in our courses. According to the latest research on learning, it is the unique characteristics that people from different backgrounds share that bring new insights to learning with the different ways of knowing and doing of a given group.

Based on this research, I group students in my courses taught in French, the students’ second language around their diversity to ensure that the problems posed and discussed in class benefit from investigation from a variety of perspectives and language backgrounds.

My classroom observations as well as an analysis of group products as well as their comparison show a number of positive features around richer contributions from the more mixed groups.

I will report on the findings and ask all relevant questions that followed the problems identified. For instance, what importance to give speakers of the languages that are from the same family of languages as the L2 being taught, compared to speakers of languages from different language families) or how do we treat students who already speak different qualities of the L2 (like different “Frenches”, from an African country or a creole...

I will also suggest pathways for improvement.

### **Teaching language skills: What makes this process enjoyable and effective?**

Marifat Kazakova & Sevara Ziyaboyeva

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The field of language teaching is continuously getting more demanding. It is known that most English language teaching (ELT) in our country is based on the CEFR system. Additionally, the central stimulus for ELT is to apply integrated skills and promote communicative language use. Employing these necessities in the classroom in a way that advanced our students abilities can seem unmanageable given the limited time we have in each class. Thus, the main idea of this presentation will be to demonstrate both the theoretical and practical elements which will be based on the topic “teaching language skills: what makes this process enjoyable and effective?” We shall focus on

introducing one of the ways of accomplishing this by applying station rotation activities. The first part of the workshop will deal with the effectiveness of teacher and learner development in using these types of activities. It will then be demonstrated that it helps to increase motivation in learning. Next, the practical part, We shall encourage the audience to practice what has presented and to comment as each refresh their English skills one by one with open feedback on professional experiences. We shall end the workshop with suggestions and tips on how to maximize effective teaching and effective learning during short class time periods.

**Key words:** Integrated skills, station rotation, motivation

### **Classroom management for young learners**

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Young learners (primary school pupils from 6-12 years of age) English teaching programme is very popular in every country. Though all the young learners teachers may use different textbooks they face the same problem-classroom management. It is one of the important issue bothering young learners English teachers because children's self-control ability is very weak and teaching kids is quite different from teaching middle school students and adults. Managing a class of young learners can be very difficult, particularly for new teachers, just graduates and even for experienced teachers who are teaching young learners for the first time.

Children learn best in a safe and secure environment. It's important to create an atmosphere where the children feel sure, confident and relaxed. This means students having an idea of what to expect when they're in class, it's the shy, quiet one knowing that they won't get drowned out by the boisterous, rowdy ones and it's about receiving praise not only for succeeding but also for trying and making an effort.

EYL teachers are managers in different ways. EYL teachers need to learn how to manage the atmosphere of the class, kids' behavior with routines and rules and the language used in class to achieve the goal. Teachers need to establish classroom rules and be constant. Teacher should clearly communicate these rules and be consistent in enforcing them with both rewards and punishments. Young learners feel secure when they know what to expect during every stage of class. It means that teachers should create classroom routines. Even when our classroom routines are strict, we shouldn't let our pupils get uninterested; introduce new songs, chants etc.

In our workshop we will focus on managing the pace of the class and activities, managing behavior with rules, classroom climate, language used in class. We will finish the workshop with suggestions how to provide a supportive learning environment for the future EFL teachers.

**Key words:** classroom management for young learners

### **Инглиз тили машғулотида нутқ фаолияти турларини интеграциялаштиришга йўналтирилган машқлар тизимидан фойдаланиш**

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Узбекистан

Бугунги кунга келиб жаҳонда хорижий тилларда, хусусан инглиз тилида ўзаро мулоқот қилишга бўлган талаб коммуникатив компетенцияни ривожлантиришга бўлган эҳтиёжни янада кучайтирди. Талабаларнинг инглиз тилида касбий компетенцияларини ривожлантириш, нутқ фаолияти турлари яъни тинглаб тушуниш, гапириш, ўқиш ва ёзиш орқали уларни ҳам оғзаки ҳам ёзма тил ва нутқ компетенцияларини такомиллаштириш алоҳида аҳамиятга моликдир. Шу туфайли талабаларда инглиз тили машғулотида давомида нутқ фаолияти турларини интеграциялаштириш ҳамда унга йўналтирилган машқлар тизимидан фойдаланиш таълим сифатини оширади ва талабаларда коммуникатив компетенцияни ривожлантиради.

**Ключевые слова:** интеграция, система упражнения, речь

### **Universality vs. culture specificity in politeness from the viewpoints of discourse politeness theory and language education**

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This paper critically reviews politeness studies after Brown and Levinson's politeness theory, clearly distinguishing between descriptive and theoretical approaches. Descriptive approaches refer to studies pursuing politeness realizations in various languages and cultures, whereas theoretical approaches refer to studies pursuing a universal theory as a common principle, which systematically explain, interpret, and predict motivations that induce politeness strategies in human interactions in every culture. After examining the roles and significances of both approaches of politeness studies, I focus on the theoretical studies of politeness and re-examine Brown and Levinson's politeness theory and other major theoretical politeness studies, contrasting with criticisms toward their theory.



After this, I introduce the essences of the Discourse Politeness Theory (DPT), which is based on the results of a series of empirical studies on discourse behavior in naturally occurring conversations. This theory aimed to broaden politeness research to encompass the concept of “relative politeness” in addition to “absolute politeness.” This is because the notion of “relative politeness” permits explaining “politeness and impoliteness effects” within the same framework of DPT and constructing a universal theory of discourse politeness including impoliteness, both as a system of the principles of motivations that induce politeness and impoliteness strategies and as a system of the interpretations of (im)politeness in human interactions.

In this paper, I propose that politeness in human interactions should be captured from a more macro-global perspective in addition to a micro-local level of discourse analyses. I also discuss the factors, such as the concepts of “face-balance principle” and the factors of “speaker’s desire to save his/her own faces” and influence of the “presence of bystanders” to (im) politeness. Finally, I will discuss how these concepts can be applied to the second language teaching and the prevention of miscommunication between different language and cultures.

### **Роль народной музыки в обучении казахскому языку**

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При обучении любому языку важным аспектом является разнообразный, насыщенный учебный процесс, создания эмоционального комфорта и увлекательной подачи языкового материала. Целью исследования является использование казахских народных песен в процессе преподавания казахского языка. Изучать казахский язык с помощью народных песен – это естественный, значит удобный и успешный путь познания языка.

Методология исследования основана на рассмотрении текстов народных песен в качестве грамматического и лексического материала. На примере трех народных песен «Балкадиша», «Ак сиса», «Дудар-ай» будут проанализированы все аспекты освоения навыков языкового обучения. Тексты песен будут рассмотрены в ракурсе лингвистического, терминологического, семантического анализа. Также перевод студентами текстов песен с казахского на другие языки, развивает навыки письма и сопоставительно-сравнительного анализа.

Путем ведения дискуссий по поводу затронутых в песне идей или событий развивается коммуникативные навыки. Студенты обсуждают не только тексты песен, но и такие проблемы, как сохранение и развитие народной музыки в условиях вызова глобализации, о согласии и проти-

воречии между жанрами народной музыки и современных музыкальных течений, о влиянии на казахскую молодежь мировых музыкальных направлений, т.д.

Студенты не только изучают тексты песен, но и сами исполняют их. Совместное исполнение, хоровое пение способствует постановке правильного произношения и тренировки восприятия и понимания текста на слух, а также снимает эмоциональное напряжение студента, способствует укреплению межличностных отношений.

Результатами исследования можно назвать плодотворный опыт преподавания курса «Истории казахской музыки» в Назарбаев университете, где этот курс пользуется большим интересом со стороны студентов. Результатом использования данной методики с одной стороны креативное изучение казахского языка на основе музыкальных ресурсов, с другой формирование интеллектуальной личности знающий колорит музыкального наследия казахского народа.

**Ключевые слова:** Казахский язык, народные песни, методика преподавания языка

### **Zero-sum language game? English as lingua franca and local Arabic use by Qataris**

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In Qatar, recent moves between English and Arabic as medium of instruction in secondary and tertiary education, have highlighted the tension between modernization and opportunity (English) and the preservation of traditional society (Arabic). Official population policy aims to “Incr[eas] the proportion of Qatari citizens among the total population to ensure an improved balance in the population’s composition” and “Promot[e] national culture and emphasis[ing] national identity.» These seem to indicate that language, identity, and opportunity are major concerns for the Qatari government and population. This paper aims to adapt several factors from the UNESCO Language Vitality and Endangerment criteria dealing intergenerational transmission, attitudes towards and domains of use of L1 to investigate into the possible marginalizing effects of globalization, migrant labor and the resultant effect of the English language on the native Qatari population’s use of colloquial Arabic. Qataris may be disadvantaged scholastically and thus socio-economically by the country’s mostly non-Arabic speaking expatriate population, which outnumbers Qataris by roughly four to one. This study uses

Qatari students at an elite US university as student-researchers. Student interviews as well as surveys distributed by students to relatives explore the relationship and attitudes toward English and Qatari Arabic, as well as use of English and Arabic in various domains. These can give preliminary findings into the vitality of colloquial Qatari Arabic.

**Key words:** sociolinguistic, language endangerment, bilingualism

### **Ona tili darslarida yozma nutqni o‘stirishda o‘quvchilarning lisoniy malakasini hisobga olish**

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5-sinf o‘quvchilarining yozma nutqida asosan quyidagi umumiy kamchiliklarga yo‘l qo‘yiladi: matnda mavzuga uyg‘un holda asosiy fikrni yoritib bera olmaslik; so‘z tanlashdagi xatoliklar, ma‘nodosh so‘zlardan foydalana olmaslik; bitta gap yoki yondosh gaplarda bir so‘zni o‘rinsiz takrorlash; gap tuzishda so‘zlar tartibiga e‘tibor bermaslik, gap bo‘laklari o‘rnini chalkashtirish.

Ushbu maqolada 5-sinf o‘quvchilarining yozma nutqini oshirish uchun kerakli bo‘lgan o‘quv topshirig‘i hamda o‘tkazilgan tajriba natijalari qisqacha yoritilgan.

Belgilangan tajriba asosida Toshkent shahri Chilonzor tumanidagi 114-maktabning 5- sinf o‘quvchilari ishtirokida tadqiqot ishlari amalga oshirilmoqda. Xususan, tadqiqotning birinchi kunkaida yozma nutqni o‘stirish bo‘yicha o‘quvchilarga shukronalik, onalarning boriga shukur qilish kerakligi haqida 301 ta so‘zdan iborat sarlavhasiz hikoya o‘qib eshittirildi. O‘quvchilar hikoyaga o‘zlari sarlavha qo‘yishlari kerakligi aytili. Natijada ular hikoya mazmunidan kelib chiqqan holda “Shukur” so‘zini asos qilib sarlavha tanlashgan. Bunda o‘quvchilarning asosiy qismi so‘zlashuv uslubidagi so‘zlardan foydalangan. Masalan, “Noshukur bola”, “Shukur qil”, “Shukur qilish”, “Nozimning noshukurligi” kabi sarlavhalarni qo‘yishgan. Lekin, ayrim o‘quvchilarning qo‘ygan sarlavhalarida badiiy uslubni ham ko‘rishimiz mumkin. Xususan, “Shukronalik”, “Boriga shukur qil, yo‘g‘iga sabr” kabi so‘zlarni va birikmalarni uchratdik. Tajriba natijalari shuni ko‘rsatdiki, tajribada ishtirok etgan o‘quvchilarning produktiv lisoniy malakasida so‘zlashuv uslubi yetakchilik qiladi. Shuning uchun 5-sinfda bolaning yozma nutqini o‘stirishda so‘zlashuv uslubini vosita sifatida olish kerak. Boshqacha aytganda, bolaning

lisoniy tajribasida so‘zlashuv uslubiga oid material yetakchilik qiladi. Shuning uchun so‘zlashuv uslubi asosida bolaning yozma nutqini shakllantirish, xususan, so‘zlarni to‘g‘ri qo‘llash, grammatik qoidalarga rioya qilish, fikrni izchil ifodalash, matn qismlarining o‘zaro bog‘liqligini ta‘minlash kabi ko‘nikmalarni shakllantirish ma‘qul.

### **Teaching English with the help of multimedia technology**

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Using multimedia technologies during the lessons is one of the best and most effective approaches in teaching English language. Nowadays, a great number of teachers and professionals begin to realize the importance of using different technological devices in the activities of both language teaching and learning. The new strategies have made language teaching more productive and communicative. This article will suggest some methods of using multimedia in a foreign language class and give information about effective tools that can be successfully applied to teaching and learning processes.

**Key words:** Multimedia tools, on-line mode, games, electronic textbook, smart pencil, presentations

### **Approaches and Methods for Foreign Language Teaching**

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This article teaches the ways of teaching the foreign languages as the second language at the educational systems in Uzbekistan. The article shows Language teachers at educational systems must have scientific approach to teach a language. S/he must have knowledge of Linguistics as well as psychology. And it also mentions that nowadays language teaching can be done with computer assistance and even language teaching can be done without a teacher. There are many softwares, apps available for teaching a Language. Everybody knows Language learning is broadly defined as developing the ability to communicate in the second / foreign language. The following opinions mentioned in the article: • Communicative competence is the progressive acquisition of the ability to use a language to achieve one’s communicative purpose. Communicative competence involves the negotiation

of meaning between meaning between two or more persons sharing the same symbolic system. Communicative competence applies to both spoken and written language. Communicative competence is context specific based on the situation, the role of the participants and the appropriate choices of register and style. For example: The variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate. They learn to read and write (academic written language), and they learn the discourse of academic disciplines. Both definitions of language are important to understanding the relationship between language and education. Educational programs for young children often emphasize curriculum and instruction to facilitate language learning. With regard to spoken language, instructional programs may emphasize opportunities to comprehend a variety of genres from directions to narratives and opportunities to experiment with modes of expression. Notice how the sample give a broad summary of the article including a clear summary of the authors' argument.

**Key words:** assessment, correction, typical, explanation, spontaneous, comprehension

### Some considerations on “code-mixing poetry” and the creative multilingual mind

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Our fascinating world of global mobility has yielded new generations of multilingual poets who live in more than one culture. Poetry has provided a home for their code-mixing as an identifiable language. Code-mixing has become a poetic device overrunning international borders, upending the rules of vocabulary, grammar, and spelling. When we view code-mixing poetry as the quintessential product of the creative multilingual mind, what can we learn about multilingual identities? In this essay, I will explore the understudied aspect of transnational poetics. I will examine attitudes to code mixing and analyze code-mixing poetry in an attempt to shed some light on how it feels to have a multilingual mind. I will discuss how the code-mixing poetry of the Dominican-American poet Rhina Espaillat, the Kazakh-Russian poet Anuar Duisembinov, and the Korean-American poet Cahty Park Hong, expresses their hyphenated poetic identities and how this knowledge can contribute to our understanding of the multilingual mind.

**Key words:** code-mixing, poetry, multilingualism

### Developing learners' objective evaluation and reflection skills: Case Study of one school in Kazakhstan

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The aim of this research was to identify the effective forms of reflective activities based on constructivism theories (Colley, 2008) to underpin the benefits of reflection in class to develop students' self-evaluation and objective peer evaluation in Global Perspectives and Project Work (GPPW) lessons in Grade 11. The theoretical discussions are supported by qualitative action research implemented on the focus group with 57 students and 7 teachers. To solve the problem of passive participation, not specific reflection teachers decided to focus more on the target activities in class.

Teachers noticed that reflection and self-evaluation is the weakest skill among the students in Grade 11, while this subject is where reflection is an inevitable part of the lesson. The significance of reflection in the learning process is essential for students as stakeholders in the learning process too as it allows to see the progress and importance of their learning (Finlay; Chan, 2008). The actions taken were directed to adjust the assessment system in the subject and emphasize the reflecting activities in different forms. Aimed at solving the issue, the following research questions:

-Do different forms of reflection and taking feedback from students affect the development of more objective evaluation of individuals?

-To what extend does the new assessment system affect motivation of students?

As a result, several most successful ways to develop reflective skills were identified: reflecting journals and cooperate observation to observe the focus groups of students (Amrein & Berliner, 2002). Peer and self-evaluation formats in oral and written forms were used as a method of data collection (Artamonova, 2017). In the end of the academic year, the same reflection forms were examined to measure if there is a positive progress in reflective points. Generally, the average participation, specific critical feedback and reflection about their skills development compared to the beginning of the year in Grade 11 have been marked as improved.

**Key words:** reflection, case study, evaluation, action research

## The challenges with synonymy and similarity in the frame of pragmatic approach

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Some linguists interpret synonymy simply as sameness of meaning, whereas some claim that synonyms are words whose semantic similarities are more salient than their differences.

Cruse mentioned about three degrees of synonyms are distinguished:

1. Absolute synonymy.
2. Propositional synonymy.
3. Near-synonymy.

Similarity of meaning is “the most important lexical relation” in the WordNet model (Miller and Fellbaum 1991: 202), and, in philosophy, Quine (1961: 22) has identified synonymy (along with analyticity) as “the primary business of the theory of meaning.” Charles J. Smith described synonyms as the words which agree in expressing one or more characteristic ideas in common. Under this definition he gives lists of synonyms, for instance, accelerate, which are still susceptible of criticism as synonyms.

But still there are some challenges and difficulties in identifying uncontroversial pairs of absolute synonyms, and Cruse (2000: 157) stated this issue on his manuscripts with indicating “relatively more normal” synonyms by “+” and “relatively less normal” synonyms by “-“ and justified his ideas by giving examples with the adjectives like brave+:courageous-; calm+:placid-, big+:large-, almost+:nearly-; die+:kick the bucket- in the same contexts. It illustrated that not all the “suggested absolute synonyms” can fulfil a severe requirements and only few pairs can qualify. However, this type of examples is considered as absolute synonyms in some works and researches. For the first time it may seem hard to find any differentiating contexts of this kind of synonyms but one can not avoid the fact that the absolute synonyms are vanishingly rare. In his researches, Shamsiddinov describes broadly the phenomenon of synonymy by dividing lexical units that can be functional semantic synonyms of words into several groups like a pair word, a repeated word, lexical units formed by syntactic relation of one word, a participle phrase, the units with the similar expressiveness, a periphrase.

**Key words:** synonymy, similarity, lexical semantics, approach

## Teaching and Learning

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How do people learn things in everyday life? People are learning by trial and error, by reading and listening etc. The process of learning often involves five steps;

1. Doing something
2. Recalling what happened;
3. Reflecting on what;
4. Drawing conclusions from the reflection;
5. Using those conclusions to inform and prepare for future practical experience;

Its important to distinguish between learning and teaching. Information, feedback, guidance and support from other people may come in at any of the five steps of the cycle, but the essential learning experience is in doing the thing yourself.

Teaching and the experiential learning cycle suggests a number of conclusions for language teaching in the classroom. For example;

- If this cycle does represent how people learn, then the ‘jug-and –mug’ explanation –based approach may be largely inappropriate if it dominates classroom time. Giving people opportunities to do things themselves may be much more important.

- I may become a better teacher if I worry less about teaching techniques and try to make the enabling of learning my main concern, i.e the inner circle of the diagram rather than the outer one.

- I need to ensure that I allow my students practical experience in doing things

- It may be that being over-helpful as a teacher could get in the way of learning. I cannot learn for my students. The more I do myself, the less space there will be for the learners to do things.

- It may be useful to help students become more aware about how they are learning, to reflect on this, and to explore what procedures, materials, techniques or approaches would help them learn more effectively.

- It is OK for students to make mistakes, to try things out and get things wrong and learn from that.... and that is true for me as a ‘learning teacher’ as well.

**Key words:** Reacalling, reflect, guadiance , feedback, counselling, conclude

## Improving communication skills of young learners

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Elementary school learners do not have any personal reason for studying English. It is another subject they have to study at school or their parents have told them they need to learn. They might view our classes as simply another fun daily activity and that is just fine. Even at this early age, a teacher can encourage them to develop an interest in learning English which will stay with them long after they have finished the classes. In order to encourage everyone to participate, it is important to make the lessons relaxed and fun. Young learners begin learning basic material but we can design creative lessons that get students moving around and speaking with one another. Young learners are generally very enthusiastic about songs, especially if they can sing along, and active games. We should make sure to provide lots of encouragement and positive feedback. Other aspects we should pay attention are teaching students how to behave in a classroom, how to respond to classroom phrases, create friendly and comfortable atmosphere for communication and ability to express their opinion. There are many other things a teacher can do to ensure that students succeed in class. We play an important role in helping them develop into lifelong learners. A teacher must foster a love of learning by creating lesson plans that appeal to them, suit their maturity level, and focus on what will help them excel in future English courses.

## Morphological and Phonetic Adaptation of Modern Academic Terms

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This paper is devoted to morphological and phonetic adaptation of modern academic terminology. Modern globalization is leading to the creation of a single space not only in the field of information technology, but also in the field of education. One of its features is that education system in Kazakhstan is based on the Bologna process together with other countries of the world. The education system of the Republic of Kazakhstan joined the Bologna process in 2010, and as a result, the academic terminology at universities underwent a significant change. Previous academic terms were replaced by new academic terms of the Bologna process. Thus, the morphological and

phonetic adaptation of academic terms at universities that entered under the influence of the Bologna process is one of the topical issues at present time that require comprehensive research. Semantic and acoustic changes of academic terminology formed in a particular language in the process of introduction into the education system of Kazakhstan and their adaptation according to the peculiarities of a particular language are observed. Such changes require metalinguistic, social linguistic study of semantics and adaptation processes of academic terminology in Kazakhstan's education system. A survey was conducted to determine the morphological and phonetic adaptation of academic terms. The survey was carried out at Al-Farabi Kazakh National University, Department of General Linguistics and European Languages. The survey consists of 20 questions. The total number of respondents who participated in the survey were 80, 50 respondents out of 80 are bachelor's degree students, specialty "Foreign language: two foreign languages", aged 20-21; 10 respondents are master's degree students, specialty "Linguistics", aged 23-30; 20 respondents are doctoral students, specialty "Linguistics", aged 30-45. The first language of all respondents who took part in the survey is Kazakh.

**Key words:** academic terms, morphological adaptation, phonetic adaptation, survey

## Globalization and English Language Policy in Kazakhstan: Translanguaging as a Pedagogical Strategy

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The spirit of reform meeting the needs of globalization is perhaps the most outstanding phenomenon of the contemporary educational scene. Globalization with its rapid rate of societal change carries with it the danger that educational reforms may become new orthodoxies despite the lack of clear evidence that they can live up to the expectations for improvement that they arouse. This paper is a study that investigated the implications of English as the language of instruction policy in graduate programs in Kazakhstan. Fueled by globalization, Kazakhstan has embarked on initiatives to reform higher education as a means of convergence or catching up with the OECD

knowledge-based societies. A recent government policy, calling for equipping future generations with fluency in three languages--Kazakh, Russian and English has led to universities mandating English language as the language of instruction in graduate and undergraduate programs. A fundamental part of this policy requires university teachers and graduate students to teach and study respectively in English. The policy also demands strong scholarly credentials in English from both faculty and students. Using a case study, this research investigated the implications of the English as the language of instruction policy in graduate programs and examined the challenges posed by the policy on faculty, students and administrators. As English replaces Russian and Kazakh as the language of instruction in university programs in Kazakhstan, graduate students, particularly PhD students have been required to have high citation indexes by publishing articles in peer-reviewed English language journals as a condition for graduation from a PhD program. Also, the continuous employment of university faculty depends on English proficiency and publications in the English language. Similarly, administrators are being pressured to place their universities on the world map by raising institutional standards to the levels required by international accreditation and ranking organizations. The findings unraveled many challenges that face students, faculty and administrators that suggest that there is no evidence that the policy is living up to the expectations of the intended global competitiveness. Rather, the effectiveness of the language policy is bounded by the limits of the higher education traditionalism and the long established educational value leanings in Kazakhstan. As a result, to become competitive globally, universities must develop new attitudes and organizational structures as well as improve current practices.

**Key words:** Reform, globalization, English language, educational policy, university faculty, and students, convergence

### **The methods of training a pronunciation of English consonants and listening skills at primary school**

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The English methodologist G.Palmer gave great value to the beginning of studying a foreign language: "Take care of the first two stages and the rest will take care of itself".

Early training a foreign language is important because the success in mastering a subject on the following steps depends on that how training at the initial stage goes. At the initial stage it is necessary to teach children to pronounce sounds how it is done by carriers of English language.

In order to study the methods of training a pronunciation of English consonants and listening skills at primary school we set several objectives:

1. To observe theoretical approaches of studying English language consonants at the training initial stage.
2. To identify factors influencing pronunciation learning at primary school.
3. To reveal the main problems in pronunciation English consonants at the training initial stage.
4. To show the ways of decision of the revealed problems;
5. To determine exercises for the development of listening and articulatory skills at primary school.
6. To consider the ways of listening assessment at primary school.

It is widely recognized that acquiring good pronunciation is important because bad pronunciation habits are not easily corrected.

To be able to overcome the fears of speaking, teachers should set at the outset that the aim of pronunciation improvement is to get the learner to pronounce accurately enough to be comfortably comprehensible to other speakers.

Finally, good pronunciation of a language is very important to achieve high intelligibility. A student with good pronunciation will be perceived as more a part of the group that speaks the target language and get more positive feedback from his listeners, and motivation to learn the target language even better.

**Key words:** English consonants, pronunciation, primary school, listening skills , English languages.

### **Оценка в социальном медиадискурсе**

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Научная статья посвящается анализу оценочных высказываний на материале социального медиадискурса. В настоящее время, в современной лингвистике все больше возрастает интерес к исследованию эмоционально-оценочных высказываний на материале определенного типа дискурса, особенно если это один из видов дискурса в сфере СМИ. Мы считаем, это обусловлено тем, что широкое употребление оценки в данной сфере тесно связано с основной функцией СМИ - воздействия. Наполняя собою пространство дискурса, оценка является мощным фак-

тором воздействия на адресата, создавая специфическое ментальное пространство вокруг определенных событий, людей, идей, формирующее соответствующее общественное мнение, установки, ценностные ориентиры, модели отношений и поведения, тем самым побуждая к определенным действиям со стороны адресата.

Тем самым речевое воздействие в средствах массовой информации, это главным образом, формирование общественного мнения путем присваивания событиям, лицам, явлениям тех или иных оценок, которые эксплицитно или имплицитно доносятся до аудитории. Так в зависимости от пространства и времени, оценки выражаются в разных формах, они могут варьировать как в открытой, так и скрытой формах. Эти типы широко используются авторами в различных коммуникативных актах. Таким образом, для нашего исследования огромный интерес представляет изучение и анализ оценочных высказываний, которые как в открытом, так и скрытом виде передают позиции автора, и имеют влияние на общественное сознание. Даже в том случае, когда автор просто излагает события, имеет место отбор, обусловленный его положительной или отрицательной позицией, его позитивным либо негативным отношением к сообщаемым фактам и описываемым лицам. Следовательно, основная цель нашей научной статьи заключается в выявлении основных способов выражения эксплицитной и имплицитной оценки в социальном медиадискурсе. В исследовательской части научной статьи, будет проведен анализ оценочных выражений, которыми оперирует автор, при освещении социальных событий в современном британском обществе на материале социального медиадискурса. Фактическим материалом исследования является британская электронная пресса "The Times", "The Guardian" и "The Daily Telegraph" за период 2016-2019 гг.

**Ключевые слова:** Оценка, медиадискурс, эксплицитная оценка, имплицитная оценка

### Plurilingualism and Transcultural Identity

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Cognitive sciences view language as a phenomenon emerging from the interaction of thought and culture. Therefore, "cultural awareness must be seen as a means of improving linguistic competence and as a result of a reflection on linguistic competence" (Kramsch, 1993). A plurilingual environment, however, draws on a variety of cultural and linguistic inputs,

contrasting them and integrating them into language in various manners. Linguists also observe structural modification and adaptation (Phillipson, 1992) in diglossic or triglossic situations, drawing also on concepts such as 'linguaculture' (Risager, 2007) whereby mother tongue marks communication in other languages, learned at a later stage. The "liquid modernity" (Bauman, 2005) brings forth multiple cultural and linguistic affiliations of individuals living, moving in a globalised transcultural world and interacting very often in a third, common "lingua franca". It also claims that transcultural societies should allow individuals to be able to represent themselves by voicing their many identities, not simply a presumed ethnic one (Vetrovec, 2010).

On the bases of the above theoretical insights this paper investigates approaches to developing critical intercultural awareness through observation of linguistic and cultural identifications among informants living in a traditionally multicultural and pluricultural region of Slovenia. The research generated insights into language use in culturally mixed environments, translatability of cultural/linguistic concepts and their implications for cultural/ethnic identity construction, as well as for attitudes to language rights principles. Building on critical language analysis of pragmatics (Van Dijk, 2011), ethnographic approaches to analysing language in communicative events (Hymes, 1972), and ethnographic interviews introduced by John Corbett (2003), the approach introduces investigation of means of expressing attitudes and values in various communication channels. Implications for language policies of a multilingual European Union and English as a »lingua franca« are also elaborated within conclusions reached in focus groups.

**Key words:** multilingualism, plurilingualism, intercultural information, lingua franca, mother tongue

### Tilshunoslikda antroposentrizm tushunchasi

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Hozirgi kunda zamonaviy tilshunoslikda asosiy yuqori qiziqish bilan o'rganilayotgan paradigma antroposentrizm ekanligi yaqqol namoyon bo'ladi. Barcha dolzarb ilmiy tadqiqotlar shu paradigma doirasida olib borilmoqda. Antroposentrizm so'zining kelib chiqishi yunoncha "antropotoc" – inson va lotincha "centrum" – markaz so'zlaridan tashkil topgan, sodda qilib aytganda inson borliqning markazi, deya fikrlashdir.

## Corpus based learning for Uzbek as a foreign language

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Corpus-based learning is essential method to teach Uzbek to students as a foreign language at universities. It is a new tool in the methodology in education system. The text as an object plays an important role for estimation and evaluation language knowledge. Therefore, this approach of teaching the Uzbek language points out some linguistic information to learners. In this case different genres of text are used in the process of lessons individually for students.

**Key words:** corpus based learning, self-study, linguistic resources

## The problems of translation of official documents in machine translation

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The paper describes some issues of translation of official documents in machine translation. Because of the complicated linguistic peculiarities of official document style, translators face with several borders to translate them from Uzbek into English of vice versa, since the rules of writing in this style differ from each other according to aspect of syntactic structures and style. However, in machine translation it is possible to simplify the process by creating the corpus of the special terms, cliches and structures of the style. The usage of corpus-based dictionary of the text of the Uzbek language can ease to identify equivalences, linguistic frames for machine translation.

**Key terms:** official document style, terminology, structure, word-to-word translation, corpus-based translation

## An Expoloration of DI strategies in EFL classes of Secondary schools in Uzbekistan

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Learning a language is a challenging process that each student walks in an individual path, even in seemingly homogenous EFL settings. It is not difficult to notice differences among the learners such as level, attitude toward the language, interests, motivation, learning styles, background knowledge,

and educational needs (Aliakbari&Haghighi, 2014). It is somehow difficult to teach such disparate groups—the gifted as well as the struggling learners—while at the same time serving yet a third group, the grade-level students (Dixon et.al., 2014). In Uzbekistan and other Central Asian countries, however, instruction is “middle of the road,” typically addressing only one type of learner, but implementation of differentiated instruction (DI) can help teachers effectively address differences (Smit &Humpert, 2012). This presentation will report on a research study which investigated Uzbek secondary school teachers’ awareness of and beliefs about DI as well as to what extent DI strategies were used by teachers. Presenters will share results of the questionnaires, observations, and interviews and then discuss implications for organizing teacher preparation program modules, material design, and assessment. Presenters will also share various resources instructors may use to implement DI in their own classrooms.

**Key words:** Differentiated instructions, diversity, opinions, believes

## Micro-teaching in learning foreign languages

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The author brings up the problem of using gadgets by students in the course of learning. A survey was conducted to determine the attitude of students towards them. The most actively used gadget is mobile phone, which is used in its different functions during the study of foreign languages. Positive and negative aspects of micro-language learning with the help of various modern devices and programs are considered.

**Key words:** micro-learning, educational process, gadgets, mobile phone, personal learning environment, digital learning

## Text-Interpretation Technologies in Foreign Language Education

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Methodological science and its methodology to its present state has gone from presentation of knowledge about language to the mastery of texts, speech, speech activity. Within the framework of a communicative-oriented approach, competence-based approach and cognitive-linguocultural methodology the object of foreign language education is mastering a foreign language as a means of intercultural communication, forming the subject



of intercultural communication. At the present stage of development of methodological science, changes are being made in the technology of foreign language teaching, in the system of methods and means of training. At the same time, the main educational unit is an authentic foreign language text, which reflects conceptual picture of the world of another linguistic community.

We consider it possible to introduce into the methodological language the term “text-interpretation technologies”, by which we understand the most effective methods and techniques for working with texts of various genres, styles and themes that form the ability to fully analyze, understand, interpret and evaluate ready-made texts, as well as create your own. Text-interpretation technologies may include: stylistic analysis of text, linguocultural analysis of text, abstracting, annotation, content analysis, narrative analysis, proficiency in verbal and non-verbal means of information transfer (work with polycode texts), developing technology for critical thinking through reading and writing, technology of productive reading.

In the course of text-interpretation technologies mastering, student perceives linguocultural information of foreign language authentic text, “penetrates” its meaning, interprets and creates his own reasonable judgment, which contributes to the development of students’ thinking, allows optimizing the existing traditional system of work with foreign language text, thereby forming linguocultural competence and increasing efficiency of educational process.

**Key words:** foreign language education, authentic foreign language text, text-interpretation technologies, linguocultural competence

### Translation problems of some phrasal verbs from English into Uzbek

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This article teaches the ways of teaching the foreign languages as the second language at the educational systems in Uzbekistan. The given article deals with translation problems of phrasal verbs from English into Uzbek. The collection of short stories is taken as a source of the article, where translation peculiarities of literary texts are studied. Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Whereas interpreting undoubtedly antedates writing, translation began only after the appearance of written literature; there exist partial translations of the Sumerian “Epic of Gilgamesh” into Southwest Asian languages of the second millennium BCE. Translators always risk inappropriate spill-over of

source-language idiom and usage into the target-language translation. On the other hand, spill-overs have imported useful source-language calques and loanwords that have enriched the target languages. Indeed, translators have helped substantially to shape the languages into which they have translated. Different aspects of translation can be studied with the methods of the respective sciences. Up to date most of theoretical research of translation has been done within the framework of linguistics. But another important task of translation theory is to develop translation principles of rendering literary works. All graduates can use this abstract for their research works.

**Key words:** phrasal verb, translation, literary works, target language, source language, equivalency, framework, fiction

### Teaching English Young Learners

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It is helpful to know what experts like Jean Piaget, Lev Vygotsky, and Jerome Bruner say about how children learn. First, let me start with a question. I we want to teach a child what scissors are, what would we do? Do we read them a definition from the dictionary? Do we explain of the purpose of scissors and how to hold them? No! we give them a pair of scissors and have them use them! But we should be careful, scissors are sharp! So how do children learn? They learn by doing! Jean Piaget helped us understand that children are active learners and thinkers. Children learn by interacting with their environment. So when we are teaching English, we should bring in realia, or real objects. It’s like the scissors. If we are teaching our young learners about toys, bring in toys for them to touch and play with. Even better, we have our students bring in their favorite toy to share and talk about. Children also learn through social interaction. Vygotsky helped us understand that we learn through interaction with others. For example, children learn to walk and talk with guidance from their parents. For our students, the interaction with us, the teachers, is extremely important. our students need a guide to learn new things. Children learn effectively through scaffolding by adults. Bruner’s work showed us some effective ways to scaffold instructions for young learners. But first, do we know what the word scaffolding means? In this picture, we can see scaffolding. It is the frame that construction workers stand on to repair or build something. As English teachers, we are the scaffolding for our students. we have to hold our students up as they build their understanding of language. How can we scaffold or support our learners in the classroom?

We can apply some of the practices that Bruner suggested in our classrooms. We should model our expectations. I cannot emphasize this enough. Model model model! I have to show them what I expect them to do. As we just saw, if we give students a model and we should show them what to say, they will be more successful. Note: We should not just tell our young learners what to do, we should show them how to do it. We should remind students of the purpose of the activity. We make sure they know what they are doing and why. Of course, this means our activity should actually have a purpose or goal for communication. Maybe it is a short dialog about meeting someone for the first time or making an invitation to a class party. Or sharing a toy with a friend.

We should be sure our activity is meaningful and relevant to our young learners. We should control frustration during the task. Sometimes children become frustrated or stop working on the task. To be honest, When I was a school teacher I found that when my students were frustrated and not behaving, it was usually because I did not scaffold my students' learning effectively. There was always less frustration when I created interest, broke it down into smaller, achievable steps, modeled my expectations, and had a task with a real or relevant purpose. Therefore, I would like to share all my newness which I learnt from online e-teacher program. Besides them, I am going to teach some materials for making thematic unit plans instead of daily lesson plans to school teachers, undergraduate students teachers who teach this TEYL subject as a methodology course in order to avoid Traditional method.

**Key words:** TEYL

### **The role of “Hospitality” concept in Kazakh cultural values**

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This particular research is dedicated to the concept of “hospitality”. The concept of hospitality is common thing in all nations. Many researchers are interested in the concept of hospitality, a huge amount of scientific literature were dedicated to the study of this concept. In spite of the universal human values that are inherent to people with different nationality, race all around the world, every nation has its own spiritual, cultural and humanity values that are based upon nation's history. Animating these values based on them to rise above is an aspiration of this period. When the vision of Kazakh nation is discussed, the word “hospitality” comes with it. The hospitality is consistently preserved in the ethno cultural mind of Kazakh nation, which will

be inherited and mean significant term of cultural values. In this research of role of dastarkhan in the formation of business skills studied comprehensively, closely linking with the concept of hospitality and dastarkhan. In order to fully disclose the topic, a survey was conducted in three directions: representatives of the Kazakh people, representatives of other nations living in Kazakhstan and foreigners. Recalling the results of this survey, we prove that the hospitality of the Kazakh people can be offered as a national brand in the development of tourism in the country.

**Key words:** concept, hospitality, dastarkhan, business skill, national code, national brand.

### **Терминология спорт**

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Тысячи различных языков, существующих на земном шаре, объединяет главное – это человеческий язык, и при всех громадных различиях между языками, в них много общих черт. Именно поэтому можно дать определение языку «вообще». Язык – явление очень сложное, и определение его представляется делом непростым. «Язык как исключительно сложное образование может быть определен с разных точек зрения в зависимости от того, какая страна или соотраны языка выделяются» - пишет В.М. Солнцев Наряду с естественными языками уже давно существуют искусственные языки – особые языки, сконструированные по определенному плану для определенных целей, например, для общения с машиной при автоматической обработке информации в компьютере или для международного общения. Таковы, на пример, языки математики, логики, алгоритмические языки программирования, шифры и т. д. Языки естественных и гуманитарных наук относятся к частично искусственным. Одна из особенностей искусственных языков состоит в строгой определенности их словаря, синтаксиса и семантики. Во многих случаях эта особенность оказывается несомненным преимуществом таких языков в сравнении с естественными языками, аморфными как со стороны словаря, так и со стороны правил образования и значения. Искусственные языки генетически и функционально вторичны по отношению к естественному языку: первые возникают на базе второго и могут функционировать только в связи с ним.

## Interpretation of the concept “hatun” in the Turkic language

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Concepts recognized through language are an indicator of the people’s linguistic worldview. As a sign of this kind of popular knowledge, the concept of “Qatyn/Kadın/Xotin” in the Turkic people is used in the cognitive structure of the language, which is used to describe the delicate part of the human race.

The concept of “Qatyn/Kadın/Xotin”, which is used in modern Kazakh, Turkish and Uzbek languages, is a historical concept used in the form of “Katun, Hatun, Katın”. Before Islam in Turkish society, it was definitely a woman who was close to a man. On the right side of Kagan, they (women) expressed their views on political and administrative work. (Saçkesen 2006: 491).

According to Turkish legend, the first wife of Kagan received the title «Hatun». In politics, the woman was awarded the title «Hatun», and she was appointed the most important assistant to the governor. From Talas legends the word “Hatun” was used to mean “wife”. (Ögel 1984,76)

However, it is important to emphasize the cognitive nature and semantic tone of the Kazakh word «Qatyn». The word «woman» is used in Turkish «Kadın», and the word «Xotin» - in Uzbek, in the Kazakh language - the word «woman». In the modern literary and linguistic circle, the meaning of the word «woman» in Arabic consciousness is a person, who is lower than ordinary slave; who lives without will; who has no value when she dies, and moreover, she works for unpaid job, without taking into account the birth of a child. (Zhurtbay 2016).

And the word “Qatyn” is the concept of archaism in the modern Kazakh language. This aspect of the erosion of the semantic shadow of the historical personality from ancient Turkic to modernity was widely discussed in the article.

**Key words:** cognitive linguistics, concepts, mental space, semantic connotation, Turkic languages.

## Rendering the meaning of sacred numbers from Kyrgyz into English

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This paper is devoted to the comparative-semantic analysis and translation techniques of rendering the meaning of sacred numbers from Kyrgyz into English. This phenomenon is specific to all cultures, especially to Turkic nations conducted Nomadic way of life. From ancient times numbers have played a significant role in the life of Kyrgyz people.

However, numbers are not considered only as a language unit, but as a cultural unit which contains coded meaning which is related to the nature, human-being, customs, traditions, rituals, religious beliefs, etc.

The main goal of this article is to discuss the phenomenon of sacred numbers in two unrelated cultures (Kyrgyz and English) and find suitable solutions for the problem of dealing with adequate rendering the meaning of sacred numbers from Kyrgyz into English and their analysis. Rendering the meaning of sacred numbers is very complicated task which needs good interpretation or clarification in order to be understood completely by the target reader.

The research materials have been collected from Kyrgyz epics, legends, extracts of literary works, etc.

This research have not included all sacred numbers, but three the most representative numbers (three, seven and nine) related to Kyrgyz culture that fulfill particular function in social and everyday life of Kyrgyz people.

Comparative analysis of the examples in the source and target languages showed that they were not always adequately translated into English language because of the specific perception and worldview of genetically and typologically different people (Kyrgyz and English), languages and cultures. They could not evoke the same feelings and provide the readers the content involved in the text.

In the article possible ways of dealing with this problem were suggested.

**Key words:** sacred numbers, rendering, comparative-semantic analysis, unrelated language and culture, perception, literary works

## Developing Oral Proficiency of English as a Foreign Language with the Use of Cooperative Learning Technique

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Organizing foreign language classes in a suitable way considering the social, physical, psychological and educational needs of the learners is the main factor of achieving gradual success in the following process. The following work analyses cooperative learning as an effective means of methodology in teaching English as a Foreign Language. Learning in cooperation is a shared (distributed) learning, as a result of which students work together, constructing collectively, producing new knowledge, and not consuming them in an already ready-made form. Practice shows that learning together is not only easier and more interesting, but also much more effective. And it is important that

this effectiveness concerns not only the academic successes of students and their intellectual development, but also the moral. To help a friend and solve all problems together sharing the joy of success or the bitterness of failure – these are also natural as how to laugh, sing, and enjoy the life. The main idea of learning in cooperation is to learn together, and not just do something together.

**Key-words:** communicativeness; sociocultural context; cognition; person-oriented collective interaction; systematic approach

### **The Emergence of Number Names in Kyrgyz and Turkish**

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To discover the etymology of numbers in pre Turkic stage at first we should realize the consciousness of that era. We must comprehend, research and analyse the linguistic traces of that era. This linguistic concepts are on the scene of written monuments, craft items and observance that existed as traditional concepts. There were people who are honored with discernment ability in the pre Turkic civilization among crowd of people. These men explore the mysteries of the around nature, life and universe with insight and sensitivity and reflected that definitions with abstract symbols on the stone.

In Turkish and Kyrgyz languages the etymology of the words are related with the name of calculation method and with the name of available feet or fingers title. The counting start by using left hand: one, two, three, four, and five. The counting starts from point (index) finger towards the little (pinky) finger. The thumb covers over the other fingers and the counting is completed.

**Key terms:** numbers, Turkish, Kyrgyz, etymology

### **Using communicative language teaching at the english classes**

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Getting out learners to actually talk at the English lesson is what most of us, teachers have been struggling with so far. If it seems to be quite hard to do with our most brilliant students then what about the ones who are struggling.

So, should we work only with those who seem to have some speaking skills and pretend not to see those who do not?

I can not say that all my students are fluent English speakers, but all of them are trying. I would like to share a simple technique that might be familiar for most of the teachers, but I brought some improvements in it and adapted that according to requirements of latest educational reforms. The method I would like to present will enhance students' skills and abilities in all four modalities and assist those who are not catching up as it gives perfect opportunity to differentiate the tasks according to levels, language background, and be a great resource to help level off the overall academic level.

### **Methods of using Authentic News Articles in ESP Teaching**

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Many university learners choose oil and gas industry as a promising career. By choosing this field they have to develop their subject matter knowledge a mastery of English that enables them speak, read, and write competently. We concern that using authentic news articles are efficient and effective in meeting the learners' needs especially that the initial research revealed that the process of needs analysis which is central in ESP course design has not been taken into consideration. Teachers believe that technical English proficiency is essential and that the learners are in a stage where they can work on their grammar failings on their own. A brief review of current theme and similar topics (Gilmore, Mishan, Nuttall, Brosnan, Nunan) reveals interesting, and conflicting, points. Authentic materials and media can help students to develop and enhance the connection between the language classroom and the outside world. Having completed a full course of ESP students still have problems in understanding authentic texts and communicating in foreign language with their colleagues. Today it is extremely important to acquaint students with the news material related to the sphere they are studying in and they will have to practice their language. The implemented methodology included searching articles in internet news sights (both by teachers and learners), consequent activity with the texts (reading, translation, definitions and synonyms to unknown words, summarizing). With a good knowledge of English for petroleum engineering, students are able to comprehend English authentic materials like those published by the Society of

Petroleum Engineers and Journal of Petroleum Technology covering related specialties. This helps students to know and master the trends in the oil and gas industry. We tried to conduct a study in order to assess the impact of authentic materials on the development of students' communicative competencies.

**Key words:** ESP teaching, authentic news articles, professional competence, engineers

### **Importance of Onomatopoeia in Teaching English to Young Learners**

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Teaching English to children has never been an easy process and sometimes it may cause a lot of stress for both teachers and learners. However, if the instructor integrates proper strategies and approaches into practice during the lesson, the procedure of learning this language does become more effective and interesting. According to Anthony J.L and Lonigan C.J (2004) phonological sensitivity is the only ability which could be measured by various tasks in different linguistic complexity. Herewith, phonological awareness of a child to general sounds is considered to be one of the main factors in obtaining a foreign language. Owing to this, regularly developing phonetic consciousness of young learners' at the very early stages of learning helps to advance their listening, pronunciation, reading and spelling skills. To achieve developmental growth of children, onomatopoeia could be widely used by language teachers. In addition, Onomatopoeia is one of the ways of forming new words. For children, analysing what meaning an onomatopoetic expression keeps, comparing onomatopoetic words between source and target language and translating imitation sounds into native language is entertaining activity for children. They simultaneously learn a new word and a new conception. This is why, these exercises are also advantageous in developing metalinguistic competence of the youth. Therefore, practicing onomatopoeia in every English lesson with children improves phonological sensitiveness of pupils which is, in turn, might serve as one of the effective factors of developing other language skills of young learners.

**Keywords:** Onomatopoeia, young learners, teaching, strategies

### **Talking about Availability and Suggesting Alternatives among EFL Hospitality Industry Students: Scriptwriting Errors**

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In Thailand, hospitality and tourism industries play a vital role, especially in the economy of the country. One main hindrance to this role is the difficulty of hospitality service providers to properly communicate in a language (e.g. English) commonly spoken by visitors. This language difficulty is not unusual because Thailand uses English as a Foreign Language (EFL) where English is only used in specific settings (e.g. classrooms and international business arena). Put another way, prior to working in hospitality and tourism industries, there is a need to equip future workers with functional language that can be used to communicate with their interlocutors. Thus, the ultimate goal of this research study is to examine the most common errors in writing dialogues among hospitality industry EFL learners. Informed by Watcharapunyawong and Usaha (2013) framework for identifying writing errors, 44 students' writing outputs were investigated for their errors in writing dialogues related to their future jobs. The findings can be used as a guideline to improve students writing skill in English for Service.

**Key words:** Common writing errors, dialogue writing, EFL, Hospitality industry

### **An approach for enhancing student engagement with discourse analysis in english classroom**

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This study presents research in implementing discourse analysis techniques to ESL course to improve students' comprehension and production of discourse in communication. While focused primarily on cognitive mechanisms, it is clear that cognitive, social, and cultural foundations are tightly intertwined in contemporary theories of discourse processing. Treatment to discourse analysis as a set of approaches to decide issues related to the language and society interaction has been increased. The goal of this study is to introduce a teaching model for developing undergraduate students' critical thinking and discourse analysis skills. The paper includes a number

of practical tasks designed to help readers apply the materials presented. The authors hope to encourage teachers to use discourse analysis in their ESL classrooms. To this end, they suggest certain pedagogical approaches and techniques that bring discourse analysis into the ESL classroom. The article represents a significant advance in current literature and provides a valuable resource for students and scholars of applied linguistics, as well as novice ESL teachers and practicing instructors who intend to examine their own communicative practices in classrooms.

**Key words:** discourse analysis, ESL, communicative approach

### **Nemis yoshlar tilining o'ziga xos xususiyatlari borasida**

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Til va jamiyat bir-biri bilan shunday chambarchas bog'liqki, jamiyatdagi o'zgarishlar eng avvalo tilda o'z aksini topadi. Shuningdek jamiyat taraqqiyoti, biz yashayotgan ijtimoiy muhit tilning doimiy ravishda o'zgarib borishini ta'minlaydi. Ma'lum bir tilning iste'molda bo'lishi va taraqqiyotiga etnik madaniyatning ta'siri, tilning ijtimoiy jarayon ekanligi ko'plab olimlarimiz tomonidan tadqiq etilgan. Jumladan professor Y.N.Abdullayev va professor A.M.Bushuyarning "Язык и общество" (Toshkent, 2002) asarida bu borada to'liq ma'lumotlar keltirilgan.

Boshqa tillarda bolgani kabi bugungi davr fan-texnika taraqqiyoti va globallashuv jarayoni ta'siri natijasida zamonaviy nemis adabiy tili va nemis so'zlashuv tili o'rtasidagi tafovutlar keskin sur'atda oshib bormoqda. Ayniqsa, nemis yoshlar tilida kun sayin yangi-yangi so'z va iboralar paydo bo'lmoqda. Nemis yoshlar tilining nisbatan turg'un va tez o'zgaruvchan bo'lishining asosiy omillari bu albatta bugungi kun yoshlarining turmush tarzi, yoshlar o'rtasidagi korporativ aloqalarning kuchayishi, muhojirlarning Germaniyaga kelib, u yerda yashab qolishlari, turli millatlarga mansub madaniy boyliklarning o'zaro qorishib ketishi hisoblanadi. Shuningdek, nemis yoshlari jargonining doimiy o'zgarib turishiga yosh avlodning rivojlanish bosqichlari, ularning jinsi, qayerda va kim bilan istiqomat qilishi kabi omillar ham bevosita o'z ta'sirini o'tkazadi. Jumladan o'smir yoshlar jargonida oila a'zolari, o'qituvchilar, do'st-o'rtoqlari, o'quv predmetlari borasidagi metaforik qurillmalar yetakchilik qilsa, o'z navbatida balog'at yoshiga yetganlarning o'zaro muloqotlari ishq-

muhabbat, kasbga oid noadabiy qatlam so'zlari bilan izohlanadi. Yoki o'g'il yigitlar jargonida alkogol ichimliklar, tamaki mahsulotlariga oid so'z va iboralar keng qollanilsa, qizlar nutqida asosan chiroylilik, kiyim-kechak, tana tuzilishi, pazandalikka oid ijtimoiy leksika so'zlarini uchratamiz.

Shu bilan birga nemis yoshlar tili taraqqiyotida inglizcha so'zlardan foydalanish odat tusiga kirib bormoqda. Bugungi kun yoshlarida bunday so'z va iboralar yoki ularning buzib talqin qilinishi yanada kengayganligini e'tirof etib o'tish joiz. Masalan:

Brunch (breakfast-lunch – kechroq qilingan nonushta), eim/aim/ ähm – I am (men ...man), mailen (elektron pochta jo'natmoq), jobben (ishlamoq) va boshalar. (Eurolingua. 104-b.)

Nemis yoshlari tilida ma'noni kuchaytirish uchun ba'zi bir prefix va suffikslar ham keng qo'llanilishiga alohida ahamiyat berish lozim. Jumladan, ab-schmieren, zu-ballern, ein-pfeiffen, ultra-nett «-ie», «-i» und «-o» (Fasch-o, Depr-i, Skinn-ie) va boshqalar.

Nemis yoshlar tilining yana bir o'ziga xos tomoni shundaki, bu muloqot tilida bo'rttirish, ma'noni kuchaytirish uchun koproq qo'shma so'zlardan, aksincha ma'noni soddalashtirish maqsadida qisqartma so'zlardan keng foydalaniladi. Masalan, die Tabakroulade – die Zigarette, der Kopfgärtner – Friseur, Erzeugerfraktion – Eltern, BMW – Bemmi mit Wurst, Wurstbrot, X-Man – Mathematiklehrer ... (Wörterbuch der Jugendsprache)

Xulosa sifatida ta'kidlash mumkinki, jamiyat ehtiyoji tufayli nemis yoshlar tili ham alohida bir til ko'rinishi sifatida paydo bo'lgan va u jamiyatga bevosita bogliq tarzda doimiy o'zgarishdadir.

### **A survey for preferred medium of instruction by engineering teachers from two official languages of Pakistan (Urdu and English)**

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The medium of instruction has been a debatable area, not only for educational concerns but also of significant socio-political interest. The study aims to determine the medium of instruction (Urdu or English) the majority of the engineering course teachers prefer in Pakistan. An attitude questionnaire including open-ended and close-ended questions is developed to collect data from engineering faculty of a renowned public sector engineering organization in Pakistan, to share their preferred medium and the reason for preferring any of the medium. The study is valuable for language experts,

educationists, policy makers, engineering teachers and their students to make the education transfer meaningful. The study have identified the medium of instruction preferred by majority of engineering teachers for effective teaching. The survey significantly reflects which language to be preserved through institutionalization. Also Pakistani teachers are appreciated to provide their services globally hence their preferred most language can be teach and institutionalized in those regions where the Pakistani teachers are required. Limitations: Data is collected from one benchmark engineering institute of Pakistan, however the faculty of this institute serves as visiting faculty in many other institutes. Number of questions is limited not to bother the participants with prolong questionnaire also to ensure their participation throughout the survey, for the participants are teachers and their time is valuable. The survey is done for engineering courses only to narrow down the study and produce an small scale paper.

### **Кейс-технология в иноязычном образовательном процессе**

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Кейс-технология в иноязычном образовательном процессе. Одним из инновационных и малоизученных способов организации обучения является кейс-технология (Case Study). Суть данного метода заключается в осмыслении, критическом анализе и решении конкретных проблем или случаев (cases). Кейс – это описание ситуации, которая имела место в той или иной практике и содержит в себе некоторую проблему, требующую разрешения. Это своего рода инструмент, посредством которого в учебную аудиторию привносится часть реальной жизни, практическая ситуация, которую предстоит обсудить, и предоставить обоснованное решение. Благодаря высокой концентрации ролей в кейсах, данная технология близка к игровым методам и проблемному обучению где непосредственно идет формирование межкультурной языковой коммуникативной компетенции на уроках иностранного языка.

Кейс – явление сложное; он должен содержать максимально реальную картину и конкретные факты, а также иметь стабильный набор характеристик. Каждый кейс должен включать в себя следующие аспекты: проблемный, конфликтогенный, ролевой, событийный, деятельностный, временной, пространственный. Задача студентов – осмыслить предложенную жизненную ситуацию, описание которой отражает не только практическую проблему, но и актуализирует ранее усвоенный

комплекс знаний, чётко сформулировать и квалифицировать проблему и выработать определённый алгоритм деятельности, который ведёт к решению проблемы.

Существует широкий круг образовательных задач и возможностей кейсового метода: приобретение новых знаний и развитие общих представлений;

развитие у обучающихся самостоятельного критического и стратегического мышления, умения выслушивать и учитывать альтернативную точку зрения, аргументировано высказать свою; приобретение навыков анализа сложных и неструктурированных проблем; развитие здравого смысла, чувства ответственности за принятое решение, умения общаться; приобретение навыков разработки действий и их осуществления; возможность работать в команде; возможность находить наиболее рациональное решение поставленной проблемы иностранному языку преследует две взаимодополняющие цели, а именно:

- совершенствование коммуникативной компетенции;
- лингвистической компетенции;
- социокультурной компетенции.

Знакомство с кейсом, самостоятельный поиск решения (внутренняя монологическая речь на иностранном языке), процесс анализа ситуации во время занятия (монологическая и диалогическая речь, подготовленная и спонтанная) – всё это примеры коммуникативных задач.

Практика показывает, что обучающиеся положительно реагируют на Case Study.

**Ключевые слова:** кейс-стади технология, межкультурная коммуникативная компетенция, критическое и стратегическое мышление

### **Improve fluency by problemathic method**

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In recent years, in Uzbekistan a great opportunities to the system of foreign language teaching, including English, has been created and widely implemented in order to ensure a deeper integration of our country into the international community. Language teaching is becoming an essential component of professional training. Researchers in different fields are interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas, especially in engineering many specialists come across to English. There is

a need to establish contacts with foreign partners in every trend. Most of the school will provide a basic set of knowledge that will help to study foreign language in higher educational institutions, training courses or independently. Today, there is a large set of training materials for people with different levels of language knowledge.

The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational programs.

Moreover, teachers and students should be familiar with modern methods of foreign languages teaching. Here I present the most effective technique to achieve this goal.

As traditional grammar-translation methods do not form language skills, the learner would not be able to apply the knowledge of a foreign language in real life situations. One of the key task is to develop a problem-based learning, affecting the forming of various aspects of a foreign language. Experts are searching means to solve the problem tasks - development of cognitive activity, including in the work of all mental powers, stimulating creativity and independence. A problem-based learning allows to develop in a person the necessary qualities for being an independent person. Through this method, the process of learning a foreign language goes more effectively.

**Key words:** produce new facts, improvement, contradictions

### **Importance of intercultural communication in teaching a foreign language**

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To develop language learners' intercultural communicative competencies is necessary to communicate in an international arena and take part in the global integration tendency.

Intercultural communicative competence is an ability to build up an intercultural dialogue with a representative of other linguistic communities through the language. It is an ability to compare your own culture with another culture, perception of the world of two different countries; to identify their similarities and differences. Teaching a language through giving its cultural context enables a student to develop a cohesive intercultural knowledge.

As one of the efficient ways to develop intercultural communicative competence we offer the application of proverbs. Proverbs are the information full of national cultural characteristics peculiar to a specific nation.

Developing students' intercultural communicative competence is key to be able to communicate and integrate into a global community. This skill demonstrates a student's level of preparation to take part in an intercultural dialogue. The development of the competence demonstrates that a student is able to understand his/her own culture and language as well as a foreign language and its culture; the ability to demonstrate tolerance and intellectual enrichment, master linguistic and non-linguistic tools of another nation.

The use of proverbs in developing the intercultural communicative competence will:

- increase students' motivation and interest
- develop students' language culture
- deepen the knowledge about the culture of the nation whose language is being taught
- facilitate the development of human values in general

It is worthwhile mentioning that there is a deficiency in the number and types of tasks aimed at developing the intercultural communicative competence through proverbs. Therefore we will offer various types of tasks to diversify the work with proverbs in developing the intercultural communicative competence.

Key words: intercultural communication, the formation of competencies, proverbs and sayings, interrelated understanding, cultural fund

### **Language assessment of blind or visually impaired people**

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This article reveals a study on the methods of evaluating English language learners with special needs in Uzbekistan. Precisely, it focuses on language assessment for blind or visually impaired people (who see partially or have problems with eyes) in tertiary education system of the country. For instance, there has special program in UzSWLU and this research will be conducted in this university. In order to analyze and gather data related to this sphere, several students with special needs are being observed within some time, those learners and their instructors will be interviewed; research how language assessment meets their needs and evaluate their abilities properly. In fact, blind and visually impaired learners traditionally utilize Braille, Tape-Audio books and large printed books prepared and provided by special publishers or libraries. Moreover, nowadays they have more opportunities to get information from Internet, modern gadgets, screen magnification and screen readers which are called Assistive or Adaptive Technology (Bernardi,



2003). Taking into account all mentioned items, visually impaired or blind students should be evaluated differently comparing to others. In IELTS and APTIS tests, they have opportunity to get reading texts on computers, or another option is to take amanuensis to write their answers (www.britishcouncil.uz). This paper is going to analyze whether local universities have such kind of opportunities or other type of assessment tools like audio descriptions, audio visual translation (Fryer and Walczak, 2017) will be implemented. Additionally, and it offers some other recommendations to intensify assessment for the learners or alternative ways of evaluating as possible.

**Key words:** Blind or visually impaired learners, audio descriptors, visual translation

### **Учебное пособие «Язык и этнос» как дополнительный источник в обучении казахскому языку**

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Дисциплина «Язык и культура, этнос» имеет цель – подготовить квалифицированного специалиста, обладающего способностью гибко и мобильно ориентироваться в различных ситуациях межкультурного общения, выступать полноправным партнером по коммуникации, знать культурно-языковые традиции, принятые в тюркоязычной культуре. Рассмотрение всех тем осуществляется с позиций антропоцентрической лингвистики, проблематика которой воплощается в трех подходах: язык и этнос; язык и культура, язык индивид.

В последнее время закономерно возрастает интерес исследователей к проблемам межкультурной коммуникации, лингвокультурологии, национального менталитета и коммуникативного поведения, другим аспектам триады «язык и культура, этнос». Современное общество, вступившее в эпоху глобализации, остро нуждается в осмыслении коммуникативных процессов, происходящих в нем.

С одной стороны, необходимо исследовать тенденции, которые способствуют объединению цивилизаций, народов и культур, с другой стороны, нуждаются в осмыслении факты, обуславливающие сохранение национальной идентичности культур в условиях их тесного взаимодействия. В обществе, культуре и языке в равной мере наблюдаются обе тенденции – к обособлению и унификации, и обе они в равной степени актуальны для исследования.

Данная дисциплина «Язык и культура, этнос» изучает и те явления и процессы в жизни народа, которые по своей сути не являются языковыми, но которые нашли непосредственное отражение в языке и коммуникации: мультикультурализм, этноцентризм, культурный релятивизм и т.д.

Знание данной дисциплины необходимо для изучения практикума по культуре речевого общения, курса основы теории межкультурной коммуникации, практикума по межкультурной коммуникации. Знания и умения, полученные при изучении данной дисциплины, могут использоваться при курсовом и дипломном проектировании, а также в случаях проведения лингвистического исследования на конкретном языковом материале.

**Ключевые слова:** языковое обучение, язык и этнос, межкультурная коммуникация.

### **Issues in Teaching AFL to Multilingual Russia Students**

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As a Muslim republic, an interest in Arabic has always existed in Tatarstan. Tatar heritage is closely connected to Arabic. Centuries ago, Tatar language was written in Arabic script. Many Tatar scholars wrote their books in Arabic. Therefore, learning Arabic is crucial to Muslims in Tatarstan and Arabic language courses are offered at Kazan Federal University (KFU).

I had the opportunity of teaching Arabic to multilingual Tatar students at KFU for one semester. I observed that the main teaching approach was grammar-translation. No technology and no audio-visual aids were used. Focus was on reading and writing. Oral skills were not practiced at all. The students lacked fluency and could not pronounce words correctly. The content taught was not related to the students' everyday life, and the students learnt nothing about Arabic culture. I redesigned the course so that focus was on: (i) listening and speaking skills; (ii) communicative and functional approaches, and using pictures, drawings, action to illustrate meaning rather than translation; (iii) I used a smart classroom to show the students Arabic language learning websites and apps. They listened to Arabic music and we watched Arabic TV channels; (iv) with my help, they read children's stories. I wrote simplified stories for them consisting of familiar themes, vocabulary items and grammatical structures that they have already studied; (v) We had some lessons in the supermarket, café and food court and while walking in the street; (vi) I taught them about Saudi culture.

The students found my approach exciting and effective. It helped them gain fluency and learn functions about everyday life.

The presentation will show in detail the current shortcomings of teaching Arabic to multilingual Tatar students and how Arabic should be taught for communication and how Arabic culture should be integrated and benefits of the approach used.

**Key words:** Arabic as a foreign language, Russian students, Tatar students, second language acquisition

## Enhancing Learners' Creativity through art: poetry, song and dance

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In this highly interactive workshop the presenter shows different ways of blending art, that is, poetry, song and dance to inspire students to learn English. Attendees will have a great opportunity to compose their own poetry, put them to music and dance accordingly. EFL teachers can use art as the content of a lesson for the purpose of developing students' language skills, creativity and imagination. Art can be a highly successful method of instructional support in English lessons. Teaching English using art has a great significance in raising one's self-confidence, motivation and creativity, and decreasing their anxiety and complexes developing learner's productive skills, for the purpose of presentations, debates, creative writing, discussions and reflective writing. During the workshop the presenter discusses the role of art in language teaching, the types of it and its significance at acquiring language skills. Then participants will be shown some adjectives on the screen and on the poster with the sample of Uzbek poem, which is cheerful, lyrical, and dramatic with its rhymes. According to the instructions the participants will write the poems in groups of four using those adjectives. The participants are grouped into small groups and write poems to the particular type of adjectives. Song activity follows next, where the participants are given the music to put their poems into, and each participant will sing the poem according to the tune. The last activity is that the participants are asked to dance to the song while they are singing it, where they express their feelings while they dance to each particular style of adjectives. Participants reflect on what they learned after completing all stages. In this way, they discover their unrealized talents and interests in a provocative way. Enhancing language through art is a highly motivational tool while discovering the meaning of new words together which enables learners to cope with vocabulary problems independently, show their own ability, creativity and makes them more confident.

### Pragmatic Aspects of English Neologisms

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This paper aims to investigate pragmatic aspects of English neologisms. When it goes about pragmatics one can always associate it with context. As pragmatics in linguistics is mainly considered within the context, pragmatics of words may seem as untraditional like the term «neologism». Despite one can see the semantic meaning of new words explicitly the pragmatic features of

neologisms can be implicit. Revealing the secluded pragmatics of new words leads to the actuality of the topic of our paper. First of all research question 1 «what is neologism» was analyzed in the paper. To be persuasive in the topic detailed literature review on pragmatics of new words was accomplished. After that the materials of the paper are directed to the findings. As the materials of the paper served the neologisms from the corpus of English neologisms WordSpy.com for 2018. This paper suggests special approach to expose pragmatic features of neologisms. For this purpose componential analysis and transformational analysis of words were applied which allowed us analyze the components of new words; method of contextual analysis assisted us to define the influence of pragmatic information on the use of new words. As the outcome of this paper one can get acquainted with factors of the words that direct to pragmatics. One can also comprehend that the pragmatics of a new word coordinate with awareness of semantic meaning would contribute much to proficiency of a linguist or an interpreter/translator.

**Key words:** neologism, pragmatic meaning, parameters, semantic meaning, social variation in language

### Common problems in the usage of linking words

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What is a linking word? What role does it play in linguistics? What grammatical features does it possess?

Today every learner of a foreign language can come across such kind of questions. Learning linking words and their proper usage is a key to the successful writing. "Linking words(also known as transitions) are one of the most important elements in writing, since they allow readers to see the relationship between your ideas." (Shane Bryson)

As we can see from this definition, linking words are the most essential words for our writing. So let's identify what words we call as a linking word. Linking words are the words which are used in the speech to connect and link the ideas and notions each other. This connection can be within a sentence or in a paragraph or in a whole text. Many scholars working on this field classified the linking words according to the purpose of their usage. Every learner of foreign languages must know these differences in order to use them properly.

Today most students are facing some distinctive problems in applying linking words. The most common difficulty is to distinguish their grammatical features in the statement, by which it will be possible to consider their position, punctuation and sentence structure. Another challenging matter with linking

words is false synonyms. For example, conjunctions "as" and "because" are considered to have similar meanings, yet there is invisible meaning barrier which is only noticed by proficient users. Conjunction "as" refers to already known cause, whereas "because" can be an answer to the question "why" and tells the most significant reason.

**Key words:** linking word, transitions, subordinate, coordinate conjunctions

### **The impact of co-curricular activities on the development of Intercultural communicative competence of B2 level students**

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In recent years, there has been a growing interest in Intercultural communicative competence and it became an ultimate goal of foreign language education. As English has become an international language, teaching for linguistic competence cannot be separated from teaching for intercultural competence. Nowadays, ELT teachers are expected to promote and advance the acquisition of Intercultural competence of B2 level students. There are so many different techniques and methods to teach English language skills in the classroom such as role play, running dictation, simulation, drama and etc. It is important to consider what is more suitable for learners to acquire the language more effectively. An ideal way of teaching plays a significant role in developing and improving students' language skills. I am going to focus on co-curricular activities and find out whether it is a good idea to use it in the classroom. As for ELT class teachers can use these activities in order to make their lessons more creative, interesting and pleasurable. Data were collected from 34 students who are learning English at Suleyman Demirel University by means of observation and experiment. The level of students is between intermediate to upper-intermediate. The findings conclude that co-curricular activities facilitate the development of intercultural communicative competence and create a desire to continue learning of culture language.

**Key words:** Intercultural communicative competence, co-curricular activities, language education

### **The importance of professional-oriented competency while training future teachers of foreign languages**

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This article aims to define the importance and the role of professional-oriented competency while training future teachers of foreign languages. Initially, it focuses on diverse definitions of the term professional-oriented competency and its components. Also, the author analyzes different scholars' opinions about the role of professional-oriented competency and states up-to-date reasons of its need, supporting it with state and international educational documents. Furthermore, the article deals with arguments proving the importance of professional-oriented competency while training and demonstrates the results of the questionnaire among students and teachers held in Ablai khan University of International Relations and World Languages. Analyzing the data from various scientific papers, articles and books, state and international educational standards, and the questionnaire results the author makes a conclusion in the end of the article.

**Key words:** professional-oriented competency, components, importance, training, future teacher

### **Виртуальная школа казахского языка**

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В настоящее историческое время казахский язык стал основным фактором укрепления единения граждан Казахстана и способом формирования патриотизма. Наряду с этим казахский язык служит мощным средством развития образования и науки. Значит, всесторонне развивая его различные общественные функции, необходимо непрерывно проводить мероприятия, направленные на всестороннее развитие сферы применения казахского языка, что и является актуальностью настоящего исследования.

Основная цель статьи – посредством создания виртуального сайта и рассмотрения новых механизмов овладения казахским языком как государственным удовлетворить спросы на возможности обучения языку граждан Республики Казахстан и казахской диаспоры, проживающей за

ее пределами и привлечь лингвистов для сосредоточения общих возможностей, что может стать своеобразной площадкой демонстрации новейших технологий и направлений обучения языку.

**Ключевые слова:** казахский язык, государственный язык, виртуальная школа, дистанционное обучение, безграничные возможности.

### **Cognitive aspects of the Translation Process in the Japanese and Russian Discourse**

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This research was undertaken for the purpose of studying the influence of sociocultural, historical, political and ideological systems on the choice of translation strategies. Our research is compliant to some extent with the polysystem theory presented by Itamar Even-Zohar. An attempt is made to study an extent to which the parameters of a translation process in the Russian-speaking culture are dictated by the working models of the literary polysystem of the Japanese language.

It is understood that there is a keen interest in creolized texts in the modern information space. Such texts are notable for the fact that their graphic and verbal elements closely interact and convey excessive meanings. In this research, the manga genre served as a Japanese and Russian discourse.

As Japanese comics and a special type of creolized texts manga has gained increasing popularity in the mass culture from year to year. It is being observed not only in Japan from where this genre comes, but also all over the world. Manga works are printed in hundreds of thousands of copies and are available for every age group. It should be also noted that most of people who start learning the Japanese language and culture in Kazakhstan are generally motivated by manga and anime, so popular among Kazakhstani young people.

Thus, the importance of translation of manga works is directly connected with the knowledge of depth and versatility of the Japanese national phenomenon as a process of the Russian-speaking audience's familiarization with other nations' cultures' phenomena. The translation of manga is a process notable for its own characteristic qualities and special features. The subject of this analysis is an internationally known manga series «Barefoot Gen» by Keiji Nakazawa. The available information was analyzed by comparing the two versions of the translation «Barefoot Gen».

**Key words:** Japanese language, manga, translation, theory of polysystems

### **Использование информационных технологий в процессе обучения иностранному языку**

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Использование ИМС (интерактивные мультимедийные средства) позволяют перевести большинство методов обучения по новой классический уровень и активизировать познавательную деятельность студентов. Внедрение в учебный процесс мультимедийных курсов обучения сопровождается увеличением объемов самостоятельной работы студентов (СРС). Мультимедийные технологии обучения при соответствующем качестве программного обеспечения способствует предоставлению реальной свободы студентам в выборе учебных задач и вспомогательной информации в зависимости от их индивидуальных способностей и наклонностей. Внедрение новых ИКТ в процесс вузовского образования в большей мере зависит от уровня профессиональной компетентности участников образовательного процесса, их ориентированности на информационно- духовные внедрения информационных технологий в педагогическую деятельность, по мнению преподаватели иностранного языка является использование ИТ в обучении иностранному языку, связанного с повышением эффективности труда преподавателя и интенсификации всего учебного процесса.

**Ключевые слова:** ИЯ – иностранный язык, КД - коммуникативная деятельность, СРС-самостоятельная работа студента, УП-учебный процесс, ИМС-интерактивные мультимедийные средства.

### **Actual problems of lacking interest for English literacy amongst students in Uzbekistan**

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The article researches the ideas and actual problems of the interest paid less attention to the English literature amongst the students for a long period in Uzbekistan.

The research is about the differences of the movements where students of other countries comparing to in Uzbekistan had had in the English literature in these years. It argues that there are many clear definitions and that commonly in stability and economic performance, the mentality of neighbouring countries

that affects to agitate any argument for literature of English speaking countries. There needs to be a clearer understanding where the religion also plays a big role. As the research studies the current term, it takes the next stage to study the case to explore the ideas given to the statistics and definitions of students by quizzes and other different competitions worldwide. The authors propose several perspectives using characteristics which design broadly functions and structures. Generally, they argue that the literacy should be defined and agitated amongst students, it should be unifying, has to be clearly checked with the modern methods and fundamentally built from bottom to top, focused on every sphere of institutes and schools to have been motivated not only by teachers but also by the literature itself. The article presents an exact idea that the methods used to the students showed the detected numbers by percentages and summaries after analyzing and having in practice. As a result, this article holds necessary and beneficial methods and information to exclude students from many unnecessary things and it needs to be implemented to their life to increase the value of English literature rather than just speaking it.

### Concept «hospitality» in Kyrgyz and English linguocultures

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Nowadays, in connection with globalization, the high interest is shown to language in terms of cross-cultural communication. Language is understood as a certain picture of the world or a model of the world, that is why each ethno-culture is unique. The most vivid representation of the uniqueness of ethno-culture can be traced by the phraseological composition of the language. The concept of “ethno-cultural originality” consists in the development of the general principles of the theory of inter-lingual and intra-lingual idioms, as well as the identification of common and specific features of a national character within the framework of phraseology.

So this article is devoted to the study of aspects of language conceptualization of one of the most important factors of human activity - the sphere of hospitality based on the phraseological units of the Kyrgyz and English languages. Based on various studies of scholars devoted to the concept of “hospitality”, one can try to describe its general meaning, summarizing empirical ideas about a given socially important action, its emotional and evaluative characteristics, and the associated imagery of representatives of many nations.

The cultural component of meaning is an inherent property of units of any national language at all levels. The integrated approach to the language allows to take into account the national specifics of a single language, since the methods of language expression vary depending on the specific language,

culture and traditions. Particularly the history, culture, the world perception are reflected in phraseology. A special role in understanding the system of traditional folk presuppositions, mentalities belongs to the linguistic picture of the world, through the prism of which the problem of the concept should be considered. The concept of «hospitality», studied in this work, is relevant to all cultures, as it is associated with the traditions of the ethnos, and therefore gives an idea of the cultural picture of the world of a given nation.

**Key words:** concept, hospitality, phraseological units, culture

### French syntactic constructions in Pushkin

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As you know, in the late 18th and early 19th centuries, the style of Russian writers was strongly influenced by French, which was very popular among the nobility, to the extent that it was sometimes primary to the Russian language. Alexander Pushkin, is recognized by all as the creator of the modern Russian literary language, but nevertheless the influence of the French language is noticeable in his works. This paper examines and analyzes examples of phrases from the works of A.S. Pushkin, in which we can notice the construction of sentences and phrases in the form of French syntactic constructions. First of all, these are syntactic calques, word order: constructions with adverbs and definitions, inversions. Examples for analysis were taken from the national corpus of the Russian language, which is a very convenient tool in such studies. The interference of French into Russian is sometimes completely inconspicuous, as the latter assimilated the constructions of another language. And all the more research activities are interesting in this direction.

In support of the above, we can give the following examples: attributive constructions:

1) Но на чужой манер хлеб русский не родится. [А. С. Пушкин. Барышня-крестьянка (1830)]

2) Он чувствовал, что он для них род какого-то редкого зверя, творенья особенного чужого, случайно перенесённого в мир, не имеющий с ним ничего общего. [А. С. Пушкин. Арап Петра Великого (1828)]

3) Что ни говори, а любовь без надежд и требований трогает сердце женское вернее всех расчётов обольщения. [А. С. Пушкин. Арап Петра Великого (1828)];

The use of color adjectives after the noun, which is not characteristic of the Russian language:

Ну вот вышли мы из-за стола ...а сидели мы часа три и обед был славный; пирожное бланманже синее, красное и полосатое [А. С. Пушкин. Барышня-крестьянка (1830)]

Phrase construction:

- Я не имею намерения вредить вам; я пришел умолять вас об одной милости. [А. С. Пушкин. Пиковая дама (1833)]. - The phrase to have an intention is already a purely syntactic calque of the French language, because such a model of constructing a sentence is not peculiar to the Russian language.

**Key words:** the construction of sentences, the national corpus of the Russian language, attributive constructions, Phrase construction.

### Теоретические подходы речевого акта угрозы политического дискурса в контексте перевода

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В данной статье предпринята попытка исследования речевого акта угрозы, который предполагает анализ его семантических и структурных особенностей. Менасивным речевым актам было уделено внимание как локально, так и комплексно. Также данный феномен был рассмотрен в свете современных политических изменений в мире, и возможностью адекватно передать их потенциал с английского на русский язык. Подобная цепочка подразумевает, что чувство страха вызвано угрозой. Для политического дискурса, как вида публичного и институционального дискурса, нам кажется разумным расширить данную последовательность и включить не только угрозу, но и предостережение населения о возможных и реальных угрозах в целом. В данном исследовании внимание сфокусировано на лингвистическом воплощении угрозы как возбудителе страха через призму политического дискурса. Такой подход требует, прежде всего, детального рассмотрения основных характеристик последнего.

**Ключевые слова:** менасивный речевой акт, политический дискурс, речевой акт угрозы, перевод.

### A Critical Analysis of Curriculum and Assessment of “Advanced English for Education Professionals II” from a Plurilingual Perspective

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Internationalization in Kazakhstan has resulted in introduction of English as a medium of instruction (EMI) at tertiary institutions such as Nazarbayev University to cultivate future researchers and to attract international students (Dearden, 2014; Oralova, 2012). While some Kazakhstani universities employ EMI, Nazarbayev University Graduate School of Education launched Multilingual Education programme to specifically train change agents for the implementation of the trilingual education policy (NU Strategy, 2013). However, it is not clear how societal multilingualism and student plurilingualism are taken into account in teaching in the programme itself. Therefore, the goal of this paper is to investigate whether students' entire linguistic repertoire is utilized in one EMI course employing document analysis in combination with autoethnographic data through a plurilingual lens. A critical analysis of “Advanced English for Education Professionals II” done using Nation and Macalister's (2009) model for curriculum design revealed that the goals of the course are aligned with MA programme requirements and the course content was effectively adapted to the Kazakhstani context. The content and sequencing of the course are planned according to the course goals. However, what is not considered is students' needs as learners of English as an additional language. Format and presentation correlate with the four strands of input, output, language-focused and fluency development learning, which were evenly distributed throughout the course. As the section on monitoring and assessment demonstrates, the course effectively copes with various types of assessment and monitoring effectively but fails to overtly consider plurilingual and pluricultural identities of students. Overall, this paper demonstrates that the course is organized effectively and conducted appropriately. However, to make the course more tailored for the needs of students it is suggested to make minor changes about the development of listening skills and purposeful use of plurilingual identities of learners.

**Key words:** curriculum development; assessment; EMI; multilingualism; plurilingualism

## Learning of a language and its acquisition

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The remarkable way, in which humankind from his very early age acquires a language faster and easier when it comes to learning his first language and other foreign languages in the next subsequent periods, has long captivated linguistics and skilled psychologists setting out the key theoretical debates about the topic. To begin with the essential notions, a language is a skill that we have essentially be in the degree of a master by the age of three having some more accessibilities of incredible ease and speed, despite the complexity of the language. Through saying those compliments above, one is clearly about to come to the anticipation that what factors help him in the process of language learning. Surely, those are the factors such as language acquisition and learning having the completely different definitions and usages not changing the idea in the way of conveying the same interconnected duties towards language preservation and revitalization. While language acquisition is supposed to be a subconscious process leading to the person's fluency, learning is a conscious process which presents itself in learning rules, methods with the help of master apprentice programs. The main purpose of the article is considering about the questions such as what characteristic of a mankind make it possible to acquire a language; language acquisition tips such as child, first, second acquisitions; how far acquisition is biologically programmed, formed and how far it is influenced by our environment, advantages of language acquisition and learning and conclusive ideas that which of the two factors is more predominant in the process of learning a language. It also gives unusual experienced examples about the two notions(i.e. the person who has perfectly learned the language through people's oral speeches, dialects and everyday conversations without any literacy and grammatical range; and the person who has devoted his life to learning theories, and popularizing innovative ideas without knowing any dialect words and daily speeches when going abroad) Key words: language acquisition, child acquisition, first and second language acquisition, language preservation and revitalization

## Teaching grammar

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Teaching is considered is one of the crucial things in our society. For this reason we have chosen this career as our future profession. Considering these, participating in this FLTAL conference is very important for us and we are eager to take part. There we can get useful information from professionals. In addition to that, the conference is also helpful to get accounted with foreign people. In my opinion, workshop is very important. That's why we have chosen to do workshop about the theme teaching vocabulary. Most students have difficulty in learning new words. We are going to provide some of the best techniques in efficiently teaching grammar to students. We are going to get feedback and learn other useful things by doing workshop. As it is clear, it is not possible to learn a foreign language without being able to use correct vocabulary. Thus, we think that our workshop in this theme will be effective. It is our current goal and we eagerly want to share our opinions with others. Additionally, with the help of this conference we can also broaden our knowledge in teaching.

## Teaching English language to pre-school children with special educational needs and demands

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In the world of globalization and socialization, it is the highest charge of the today's period for every person to cover themselves in learning the English language, especially at a very young age through having a solid commitment of the language span itself. In order to achieve and popularize such an aim connected to learning the English language in Uzbekistan, it would be very effective experience if we support the idea of teaching the foreign language to pre-school time creating the new, prominent and progressive educational system for every young learner. If we give a comparison about the rate of the learning language in European countries and ours, specific data are showing higher beneficial rates rather than Uzbekistan, the reason why those countries have already experienced the practical learning system for pre-school children is organizing everyday English classes. Taking into account a normal person's sanity of learning 3 languages at least, children's commencing learning

language process during the pre-school time gives them long-awaited profitable results. In the period of kindergarten, children will keep their energy rather than adults to learn the new language and be in the right path of effective learning the easiest and most reachable methods like teaching tipped techniques of creating the real interactional context involving team and pairwork, comb of activities, role-plays, funny and considerable thematic multimedia resources not leaning on the purpose that offers vocabulary -involved -books. Teaching children at their early ages using above mentioned modernized techniques help them to develop their pronunciation, speech and communication skills correctly in their near future. This article covers most of the new experienced methods specialized for pre-school children and states the corresponding period among a teacher and a learner whilst learning the English language in pre-school time.

**Key words:** pre-schol time, interactional context, comb of activities, modernized techniques, communication skills, multimedia resources

### Developing students' writing skill through peer correction

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Writing is one of the most important skills in learning a new language and integral part of language learning. The following paper deals with development of writing skills through peer correction technique. The paper aimed to test the progress of learners through the period of producing their essays. Using well designed peer evaluation quiz forms and using correction codes while checking the peer student's written product raises the learners' proficiency and productivity. Identifying mistakes and taking into consideration the peer's evaluation provides improvement in students writing skill. In the end of the course students' writing was found systematic in case of punctuation, proper use of outline, in coherence and cohesion. The peer correction technique is proved to be productive in teaching writing course.

**Key words:** writing, peer correction, essay, mechanics, grammatical units

### Grammar or grammaring?

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Grammaring is the concept that focuses on three dimensions of grammar: focus on form, meaning, and use. Further, to widen the horizon about grammaring the paper covers its definition, components and historical background. This paper explores the use of the three dimensions of grammaring in teaching the English passive voice in two English language teaching course books used in the Kazakhstani schools. In the view of many scholars, each dimension has its role in language teaching which facilitates learners' English language acquisition. Accordingly, neglecting certain dimensions likely to negatively impact on learners' language development in certain language features, thus, hinder its progress. The paper applies a document analysis approach to investigate whether two ELT course books correspond with the aforementioned grammatical framework. The preliminary findings revealed that one of the ELT course books explicitly focused on grammatical features of the English passive voice which resembles focus on form dimension, with little attention given to meaning and use. On the other hand, the second course book provides activities that promote the focus on meaning and use of the target language, whereas, grammatical features are illustrated in a tabulated form. Taken together, the purpose of this paper is to explore the use of the three dimensions of grammaring used in two ELT course books. Thus, this course book analysis has profound implications for ELT teachers and ELT course book developers in improving English language teaching. Firstly, the scholar intends to raise the major stakeholders' awareness about the concept of grammaring which might facilitate its employment in ELT. Furthermore, since there is a limited number of studies conducted about grammaring, this study might contribute to filling the gap of the literature in the Kazakhstani context.

**Key words:** Three dimensions of grammar, grammaring, English language teaching, course book analysis

### Teaching grammar

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In our life we may do some careers as we want. People try to reach their goals. As a whole, taking part in FLTAL conference is one of the dreamful intentions in our life. That's why, I am passionate about attending this kind of



conference in order to gain different points of view among various country's citizens. Besides one will be able to get on well with foreign youth. Taking everything into account, participating in this will be essential for us. Because we may share our outlooks, feelings with other. It should be admitted that doing workshop in any types of selections is incredibly awesome. It is clear that we want to do workshop and the topic which we choose is Teaching grammar. The reason why we have chosen this theme is that to give available facts about teaching grammar because of being neglected by students nowadays. Firstly it seems very easy. However, everything has difficulties. For this fact we would like to show these points of it. For example, as above mentioned, some people prefer learning speaking, vocabulary rather than it. Grammar seems much more boring than any other teaching styles. We can say from our experiences, learning grammar should be known whatever we learn. Anyway the innovative and advanced students ignore learning grammar. They don't know the building blocks of speaking English like native people. Having English environment is important among learners with a help of tough grammatical methods. Otherwise making up sentences during speaking will come out with different elementary mistakes. In order to avoid them, learners should be aware of grammar rules obviously. And then they will be able to speak fluently without being confused. It is our idea and we want to share it with others and show how to teach grammar. Importantly we would like to get useful information that we don't know.

**Key words:** neglected, difficulties, environment

### **Integrating content-based approach in meta-communicative competence modelling process**

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Integrating Content-based approach (ICBA) has become increasingly recognized as a means of developing both linguistic and content ability, especially in meta-communicative (MCC) modelling process. Drawing on educational practices at the Ablai Khan Kazakh University of International Relations and World Languages (KUIRWL), this paper analyzes conditions that encourage the integration of language and content learning, presents various content-based approach models-including those that have been developed at the Ablai Khan Kazakh University of International Relations and World Languages. It also examines the decision-making process of selecting

an integrating content-based approach in Meta-Communicative Competence (MCC) modelling process for a particular educational setting. Discussions center on making decisions that are most likely to accelerate the growth of foreign language proficiency and the acquisition of content knowledge. With globalization keeping on to change the world, the need for foreign language skills and intercultural knowledge becomes more obvious. Universities of higher education have implemented various teaching models in an attempt to prepare globally competent graduates who are ready to act with efficiency and responsibly in multilingual and multi-cultural environments. One of those models of meta-communicative competence formation is integrating content-based approach (ICBA). Educators who have embraced ICBA believe it helps students to acquire cultural and linguistic expertise in a relatively short amount of time, as the learning of a foreign language is similar to the way we learn and acquire our first language. This paper will discuss three issues in ICBA. The first is to analyze the conditions that encourage the implementation of ICBA. The second is to describe various content-based instructional models, including those that have been designed and delivered at the KUIRWL for MCC enhancement. The third is to examine the decision-making process of selecting ICBA.

**Key words:** integrated, content-based approach, meta-communicative, competence, modelling, process

### **Современные методы обучения казахскому языку в неязыковом ВУЗе**

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В статье рассказывается о современных методах преподавания казахского языка. Статья содержит материал о преимуществах и перспективах использования описанных технологий в процессе обучения в вузе, которые могут рассматриваться в качестве альтернативных средств оценки уровня достигнутых студентами результатов в их учебной деятельности и личностном росте. Цель современного образования - сформировать комплексную, хорошо образованный, прагматичный, способный человек, который всегда есть свое собственное мнение; чтобы избавиться от авторитарных методов обучения; для достижения актив-

ности и интереса студента к самостоятельной и творческого подхода к знанию, укрепляя пожелания студентов говорить на профессиональном языке, развивать свою независимость, а не подход, в котором преподаватель является основным звеном обучения.

Воспитание творческой личности — задача всей системы образования, поскольку в процессе познавательной творческой деятельности студент осознает свою значимость, реализует себя как личность. Для формирования креативности как личностного качества необходимо создать специально организованную среду, которая обеспечит многостороннее системное влияние.

В соответствии с поставленной целью определены следующие задачи:

- применение современных интерактивных педагогических технологий на уроках казахского языка как средства повышения результативности обучения;
- создание условий для творческой деятельности на уроках казахского языка посредством различных современных педагогических технологий: методов проекта, игровых технологий, интерактивных технологий, драматизаций, приемов работы в парах и малых группах;
- обобщение опыта использования инновационных форм обучения на уроках казахского языка.

Итак, современные методы обучения казахскому языку существенно отличаются от традиционных и способствуют появлению и развитию у студентов познавательного интереса к изучению казахского языка. Необходимо учитывать возрастные и психологические особенности студентов, их информационный запас, наличие исходной языковой базы. Высокое качество изучения казахского языка способствует конкурентоспособности и профессиональной мобильности в сфере профессиональной деятельности и общения будущего специалиста.

**Ключевые слова:** методика, преподавание, интерактивные методы.

### **Reading-Aloud (RA) as a Tool in Error Avoidance for Translation Practice among EFL Higher Education Learners**

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Translation subjects have been included as core courses and/or elective courses for the students, especially for those who are majoring in language studies since the capacity to do translation jobs gives the learners some employability advantage compared to those who do not have the skill (Carreon et al., 2018). While translation is generally found and widely taught

among language studies curricula in Thailand, common translation errors continue to affect the quality of the translation among Thai students, which is assumed in this paper as maybe secondary to the inability of students to avoid error in translation. Thus, employing the framework of Gibson (2008), this paper aims to investigate the effectiveness of reading-aloud (RA) as an error avoidance tool in translation in a group of English as a Foreign Language (EFL) translation learners by comparing the translation results between silent-translation and reading-aloud translation. As data, this study collects the translation outputs of 19 higher education students learning the subject Thai-English Translation. The results of the study may provide some insights on the usefulness of reading-aloud in translation as an error avoidance tool in translation as well as to improve teaching translation in EFL classroom.

**Key words:** Reading-aloud, Error avoidance in translation, Thai to English translation, Translation errors, Translation in ELT

### **Formation of discursive competence of students of pedagogical specialties of a language university within dialog discourse using the heuristic talkin practical classes in the german language**

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Currently, in the modern domestic professional education the goals and objectives of the continuous professional training of citizens in society are being redefined. This fully applies to the system of foreign language education in the Republic of Kazakhstan.

The expanding integration processes, the growth of professional and scientific exchanges, the deepening of international interaction and cooperation in the past decade have stimulated the ongoing development of foreign language education. The necessity to train a competent specialist who can be an active “intermediator of intercultural communication” enters into the foreground. The strategic goals and objectives of training competent specialists who are able to solve professional tasks and effectively carry out professional activities in a foreign language environment suggest that it is necessary to form the pedagogical specialties students’ discursive competence in a language university within the framework of dialogue discourse.

In the definition of discursive competence, we join the point of view of O.V. Lushchinskaya (2009), who believes that competence «is not only the creation of complete and coherent texts, but also knowledge of different types of discourse and their construction rules, the ability to interpret them in

accordance with the communicative situation and produce these discourses taking into account the extra-linguistic features of the communication situation, the roles of the communication participants and the ways of communicating communicators within a single progress «.

The hypothesis of the study is that the formation of the DC in the framework of dialogue discourse will be successful if this process is carried out in the course of applying the heuristic conversation. Heuristic conversation also interests us as one of types of discussion (V.E. Gaibova, 2008). We tend to view the discussion as a kind of dialogue discourse.

The experiment was conducted at Kazakh Ablai Khan University of international relations and foreign languages in the group of students of the 1st course of pedagogical specialty, where they learn German as a second foreign language. The use of heuristic conversation in practical classes in the German language proved the effectiveness of this method of teaching in order to form the discursive competence of students.

**Key words:** discursive competence, heuristic conversation

### **The continuity of the English, Kazakh and Russian languages in training future engineers**

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The article is dedicated to the issue of teaching professional English, Kazakh and Russian at a technical higher educational institution working under the credit hour system. The authors offer a range of methods of teaching professional terms and vocabulary to future engineers. The peculiarity of the programs is in their continuity, which is manifested in teaching and training the four main skills (reading, writing, listening and speaking) aiming at facilitating the acquisition of English, Kazakh and Russian for these specific purposes. Results of the survey reflect the attitude of students and their expectations.

**Key words:** teaching, professional language

### **Effective use of project technologies in teaching foreign languages**

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The project work methodology of teaching English can be attributed to modern learning technologies with the aim of developing the personal qualities of students and therefore it is relevant for the teacher not only of the English language, but also of any subject. This method involves reliance

on the creativity of students, introduces them to research activities, allows to teachers to combine different academic subjects, use different modes of work of students, organize learning in collaboration.

According to I. Solovova "The main task of teaching a foreign language in a modern school is the development of communication skills. To form such skills and abilities among students, active oral speech practice is necessary for each student in the group. The project method can solve this problem. The project is based on a problem. To solve it, students need not only knowledge of the language, but also possession of subject knowledge "[1, 63]. Students must possess intellectual, creative and communicative skills. To the first one can be attributed the ability to work with information, with text. Creative skills include thinking, finding not one, but many solutions to a problem. By communicative are the ability to lead a discussion, to find a compromise, the ability to express their thoughts. The project method is the basis of the developmental, student-centered nature of the training. The student must be in the center of learning, not the teacher and cognitive activity, not teaching.

The basic requirements for using the project method are:

- 1) the existence of a problem requiring a research search;
- 2) the practical significance of the results;
- 3) independent (individual, steam room, group) activities of students in a lesson or in extra time;
- 4) structuring the substantive part of the project with an indication of phased results and the distribution of roles;
- 5) the use of research methods: the definition of the problem, the hypothesis of its solution, the discussion of research methods, the formulation of the final results, the analysis of the obtained data, summing up, adjustment, conclusions [2, 24].

The methods of work on the structure of the project consists of the following stages:

- 1) a presentation of situations allowing to reveal one or several problems on the subject under discussion;
- 2) the hypotheses of solving the problem;
- 3) discussion of methods for testing accepted hypotheses;
- 4) work in groups to search for facts, arguments, supporting or refuting the hypothesis;
- 5) protection of projects (problem solving hypotheses) of each group with opposition from all those present;
- 6) identification of new problems [3, 63p.].

1. The classification of projects can be formed according to the profile of knowledge:

- monoprojects - in the framework of one academic subject. In this case, the most complex topics or sections of the program are selected; fit into the classroom system;

- interdisciplinary - in two or more subjects; more often performed after hours;

2. according to communication level, projects are classified as:

- classroom - projects conducted in the same class;

- regional - projects organized within the schools, regions or within one country;

- international - they implement a dialogue between cultures.

The classification of projects can be carried out according to the number of participants:

- individual (personal);

- pair project;

- group project.

For the duration of the projects can be:

- short-term (1 lesson, maximum 3–6 lessons);

- medium term (1-2 months);

- long-term (1 year).

Let's consider the features of projects based on the dominant activity of students.

Research projects coincide in structure with real scientific research. This is the relevance of the topic, the problem, the object of study, the purpose and objectives of the study,

hypothesis, research methods, result, conclusions.

Creative projects do not have a detailed structure - it is only planned and developed in accordance with the requirements for the form and genre of the final result. This may be a wall newspaper, a holiday script.

Game projects are also called role-playing. In them, the structure is only planned and remains open until the completion of the work. Participants take on certain roles due to the nature and content of the project, the particular problem being solved.

Information projects are aimed at collecting information about any object, its analysis, synthesis.

In addition, the project method allows teachers to integrate various activities, making the learning process more exciting, more interesting, and therefore more effective. Students with different abilities become successful

and in demand in project activities. Students repeat the lexical and grammatical material many times, taking the project work not as a learning task, but as an encouragement. The project methods also help in the formation of all the components of linguo-cultural competence, such as:

1) motives suggesting the student's attitude to foreign language activities and culture; 2) the focus of students on learning a foreign language, on communication, on themselves;

3) awareness of the goals of their own learning activities, including the study of a foreign language.

As we observed that the effective use of project methods developed the students' linguo-cultural competence and presentation skills. The students' communicative competence and organization skills also have been developed at a certain level.

### **Cultural Baggage: Using Intercultural Learning to Unpack the Language Classroom**

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Just as a language cannot be isolated from its cultural context, the language learner cannot meaningfully use the target language without some awareness of how meaning is negotiated across cultures. This workshop explores how intercultural learning can be incorporated in the foreign language classroom, using the concept of identity as a point of departure. Practical activities and guided exercises will be presented in hopes of fostering and activating student identity construction, leading to cultural self-awareness as the main foundation for a successful multicultural encounter. The presenters experience is based on teaching in universities throughout Palestine.

**Key words:** definition, concept, state, etat, intervention, dirigisme, liberalism, totalitarianism.

### **Неография в аспекте проблемы языка и нации**

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70-е годы XX века характеризуются неографическим бумом, который не сбавляет заданных темпов и на современном этапе. Инновационные процессы в лексике национальных языков, как родственных, так

и неродственных, находят отражение в словарях разных типов, от толковых академических до специализированных, от словарей тезаурусного типа до словарей малого объёма и назначения.

Неография сталкивается с проблемой, когда составители словарей не всегда успевают за лавинообразным потоком входящих в национальный язык неологизмов, их регистрацией и системным описанием на различных языковых уровнях.

Возрастающая потребность в новой информации – требование времени, и поэтому проблема неографии является гиперактуальной для современного общества.

Особенно большой поток неологизмов связан с такими проблемами, как компьютеризация общества, гендерная лингвистика, молодежный сленг, современные виды молодежной одежды, украшений и др. Так, в среде молодежи зародились такая инновационная лексика, как:

- Емо (появился неологизм в первом десятилетии XXI в.) – это ‘представитель модной молодёжной субкультуры, для которой характерно сочетание мрачных и жизнерадостных стилевых элементов’. Сравни в русском молодежном жаргоне: ёмо, ёмокид. Заимствованно из английского. Слово Емо обозначало разновидность музыкального стиля хардкорпанк.

- dęnglisch – неологизм, появившийся в конце 90-х гг. XX в. Означает ‘характерный для немецкого языка, но испытывающий сильное влияние английского языка’. Это инновационное образование содержит негативное отношение к англицизмам в немецком языке. Отрицательная коннотативная оценка проявляется в том, что от основы deutsch сохраняется только буква d, однако основа слова englisch входит в неологизм полностью.

- LANParty – неологизм появился в начале первого десятилетия XXI в. Означает ‘особая вечеринка, на которой участники играют в компьютерные игры на объединённых в сеть компьютерах’. Сравни в русском языке такие инновации, как: ланвечеринка, LANвечеринка, ланпá(р)ти, LANпá(р)ти. Заимствован неологизм из английского.

Проблема обогащения словарного состава современных языков инновационными образованиями в таких сферах, как информационные технологии, медицина, пища, новые виды спорта, одежда осуществляется путём заимствования и словообразования.

## Educational and digital technologies on the English lessons

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Modern teachers and educators are always seeking new ways to improve their lessons in order to increase students' motivation and engagement in the learning process during a lesson. The most popular and the most disputable issue is the usage of technologies on the lessons. From one side, it is clear that technologies on lessons should be used as often as possible, but from another side, there is a question “What is the technology? Can we consider teaching and learning strategies as technology or technology is the digital device and equipment? Both teaching and learning strategies and digital equipment but a teacher should define himself what is the best variant for his/her lesson and it depends on the objectives of lessons. The teacher, as a creator of the own lesson, should decide what is the most important for his students: to develop skills in using educational technologies: various strategies of fulfilling the lesson activities (mind maps; quest lessons; discussions of different types) and it means to develop skills in critical and creative thinking by exercising self-learning or provide students the opportunity to use phones or computers to create a presentation as a product of self-work. The effect and results can be different.

Once there was an experiment of using smartphones on the lessons: students were given the task to create a PPT on a topic in order to present new material and teach the classmates at the same time. A teacher and students enjoyed the lesson because everybody was busy: the teacher was observing students' active work and discussion and after that students demonstrate their knowledge enthusiastically to each other. The reflection was very positive, but as it turned out while checking up the effect of the peer teaching and learning on the formative task, the results were not so high as it was expected. That lesson was a starting point for a teacher to define clearly what technology at the lesson should be.

**Key words:** educational technologies; innovation; digital technologies

## Study Skills in a Project Context

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Technical university undergraduates need study skills for successful functioning in academic environment. One of the approaches that gives students an opportunity to practice study skills is the project methodology which is student-centered, task-based and problem-oriented. With this in mind, the authors of this paper have incorporated a Study Skills Development Project within the Academic English Language program for technical university undergraduates as part of their Independent/Self Study. The goal of this pilot project is to involve students into different interactive tasks to facilitate study skills for further using them in their learning path.

The authors have compiled project guidelines with step-by-step instructions and appropriate samples to help students through the project life cycle from the study skill quest up to the research results presentation. For this purpose, about 100 students split into project teams up to their own choice and select one academic English study skill for a mini research, such as memory improving, note taking, material reviewing etc. In the course of the project all students undertake a number of activities such as brainstorming, mind mapping, self-reflection, storytelling, surveying and reporting with the final aim to foster recommendations to be presented in poster sessions. The students' feedback has been collected after each stage of the Project. The Project perspective is to select the most effective tasks, based on students' feedback and the project portfolio analysis, and integrate these best practices into the educational process within the Academic English language program to facilitate students' further training in their major courses.

### Роль мотивации в самообразовательном чтении

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В эпоху информационных взрыва современному читателю приходится тщательно и скрупулёзно выбирать что же ему читать, так как объем предлагаемой информации широкий, а время бесценно.

«Чтение – явление не простое, – считает А.Я.Айзенберг, – существует бесчисленное множество его различных форм». Взяв за основу нашего исследования самообразовательное чтение, хотелось бы теоретически обосновать важность и роль мотивации в данном процессе.

Данная форма чтения, т.е. «самообразовательное чтение» состоит из «самостоятельности», «образования» и «чтения». Итак, для того, чтобы читатель стал самостоятельным, у него должны протекать определенные психоло-физиологические процессы: обозначение цели, определение задач для достижения цели, определенные условия, осмысление, навыки чтения, умения работать с литературой, знания в той или иной сфере, и самое главное «мотив». «Мотив» – это движущая сила. «Личностные мотивы лидируют не только при овладении знаниями, умениями и навыками, но и имеет значение в проявлении качеств профессионального поведения и при достижении профессионализма». Он может быть двух видов внутренний или внешний. Нами предполагается, что внутренний мотив более сильный. Сформировавшийся у читателя внутренний мотив, создает целостную структуру, т.е. конечный психологический процесс – «мотивацию».

Итак, за основу целенаправленной деятельности читателей можно ставить мотивацию читателя. Но как же достигнуть её? Многие психологи, педагоги и методисты ломают голову над этим. Психологи предполагают ответ скрывается в личности читателя, педагоги считают мотивировать читателя может любой компетентный в своей отрасли преподаватель и методисты ищут ответы в технологиях и методах обучения, разработанных ранее.

Нами предлагается проведение анализа посредством психологических тестов для выявления интересов читателей. Оработав ответы, разработать круг интересов, которые станут «ориентиром» для мотивации. Т.е. необходимо ссылаться на его предпочтения.

**Ключевые слова:** мотивация, самообразование, самостоятельность, чтение

### Киргизистондаги узбек мактабларида чет тилларини урганиш муаммолари

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Киргизистон Республикасидаги узбек мактабларида таълим олаётган укувчилар тил урганиш буйича бир канча узига хос муаммоларга дуч келишмоқда. Хозирги кунда давлат таълим стандарти асосида узбек мактабларида укувчилар узбек, киргиз, рус ва чет тилларини урганишади. Узбек тили она тили сифатида биринчи синфдан бошлаб урганилса, киргиз ва рус тиллари хам давлат тили хамда расмий тил сифатида урганилади. Бошлангич синфлардан тортиб чет тили хам уқитила бошланади. Укув-

чиларнинг бир вақтинг узида турт тилни урганишлари куплаган ижобий ҳолатлар билан бирга салбий ҳолатларни ҳам келтириб чиқаради. Узбек мактабларидаги узбек тили она тилиси булган укувчилар учун киргиз, рус ва асосан инглиз тилларини урганиш умумий чет тилини урганишдаги тилшунослик меъёрларидан биров фарқ килади. Киргизистондаги узбек мактабларида узбек тили ва адабиёти дарслари кирилл алифбосига асосланганлиги киргиз ва рус тилларини урганишда кул келади. дастлаб она тилини урганишда узлаштирилган харфлар асосида киргиз ва рус тилларини узлаштириш имкони пайдо булади. Бундан ташқари, узбек ва киргиз тиллари туркий тиллар гуруҳига кириши, икки тилда ҳам бир-бирига маънодош сузларнинг куплиги узбек укувчилари учун киргиз тилини узлаштиришда катта ёрдам беради. Тил урганиш учун бошлангич синф даври кулай давр булганлиги боис дастлабки мактаб давридан тортиб укувчилар турт тилни урганиш бошлашади. Укувчилар учун чет тили сифатида инглиз тилини урганиш энг кийин булиб колмоқда. Бунга бир неча сабаблар мавжуд. Биринчиси, инглиз тили лотин алифбосига асосланиши булса, иккинчиси, инглиз тилини эшитиш ёки гапириш учун мухитнинг деярли мавжуд эмаслигидир. Купинча бошлангич синф укувчиларида турт тилни бир вақтда урганиш билан боғлиқ булган психологик муаммолар ҳам пайдо булиб туради. Укувчиларда айрим ҳолларда бир тилдаги сузларни, тушунчаларни бошка тилдаги сузлар билан аралаштириб юбориш кузатилади. Тил урганишга лаёқатли укувчиларда барча турт тилни урганиб кетиш имконияти пайдо булса, тил урганишга унчалик лаёқати булмаган укувчиларда тил урганишга булган кизиқиш кескин пасайиб кетади ва бунинг натижасида баъзи укувчилар хатто она тилини ҳам яхши узлаштирамай қолишади. Айрим субъектив сабаблар боис узбек тили бошка тилларни урганишга ёрдамлашувчи восита сифатидагина фойдаланилиб қолинаётганлиги хавотирлидир. Маърузада ана шундай муаммолар хақида суз боради.

### **Application of domestication and foreignization strategies**

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The article is devoted to the problem of translating the text which involves the misunderstanding between representatives of different nations defined in literary work "Christmas holiday" by W.S. Maugham. It is suggested that the cause of misunderstanding is connected with the fact that the participants

of communication with different backgrounds have different pictures of the world which makes these representatives to think differently, or to perceive the world differently. This article analyzes the perspective of considering the translation of the given miscommunication from the perspective of the strategies of domestication and foreignization. Taking into account that the communication involves representatives of different cultures, it is suggested that the perception of already existing translation by the Russian audience can be different from the perception of original text by English audience. The article analyzes issues of misunderstanding in the novel and provides possible alternative translation into Russian to make the Russian audience to sympathize English character in the novel.

**Key words:** translation, foreignization, domestication

### **Acquisition of the accusative case by Russian-speaking learners of Kazakh**

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The Kazakh language has an intricate case morphology: the morphological paradigm is complex, case has the syntactic and semantic functions, and there is a sizable set of phonological variants for each case morpheme. Hence, L2 learners of Kazakh have difficulties with accurate production of case forms. In this paper we investigate the acquisition of Accusative case morphemes whose use is conditioned by semantics, morphology, and syntax. The Kazakh accusative case marker marks the direct object of transitive verbs if the noun is not incorporated. It is also closely related to the direct object's specificity: specific objects are overtly case-marked when non-specific objects have zero morpheme. The use of accusative case is also conditioned by presence of possessive markers. The purpose of the article is to identify the most problematic morphology within accusative case system.

The paper draws on the data from 36 freshmen students enrolled in a general Kazakh course, at lower intermediate level. All students come from Russian-speaking homes and attended Russian-medium secondary schools, but they have been learning Kazakh as a subject since primary school and most likely have bilingual Russian-Kazakh input on everyday basis. The participants were asked fill in the gaps by choosing a correct form of a direct object in sentences of a narrative. The answers were categorized in one of six error analysis types (Dulay, Burt, and Krashen, 1982): omission, addition,

overgeneralization, substitution, misordering and correct form. The results indicate that learners tend to overuse accusative case marker, but omit it when the object is in possessive form. It suggests that multifunctionality of possessive and case markers complicate the acquisition of accusative case marking. The paper finishes with discussion of implications for language teaching and learning.

**Key words:** Second language acquisition, Kazakh case markers, Accusative case, Russian speakers.

### Жыраулар поэзиясындағы көне сөздердің герменевтикасы

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Қазақ әдебиеті тарихының XV-XVIII ғасырлар аралығында өмір сүрген жыраулардың бір шоғыры қыпшақ тілдік тобына жататын түркі халықтарына ортақ та, енді бірі сөз өнеріміздің өз өкілдері болып саналады. Аталған екі топтың шығармашылығында ортақ сипаттар мол. Жыраулар толғауларындағы қазіргі кезде мағынасы көмескі немесе түсініксіз сөздердің дәуір шындығын сезіндіретін, патетикалық пафос туғызатын көркемдік қызметінен басқа танымдық мәні де маңызды. Бұл сөздердің мағынасын ашу лингвистикадан өзге әдебиеттану, тарих, этнография сынды ғылым салалары үшін де мәнді.

Жыраулар шығармашылығындағы архаизмдердің жасалу жолдары да әр түрлі. Олардың дені – кірме сөздер. Әсіресе, османлы тілінің ықпалы көбірек байқалады. Бұл қыпшақ тілдік тобындағы түркілерге ортақ жыраулардан да анық аңғарылады. Себебі, Қырым хандығы құрамындағы ноғайлардың Османлы мемлекетінің ықпалында болғаны белгілі. Сондай-ақ, парсы сөздерінің де үлес мол. Олардың басым бөлігі әдеби шағатай, түркі тілдері арқылы келгені аян. Бұл тұста, әсіресе, Қожа Ахмет Ясауи хикметтерінің маңызы зор. Жыраулардың дүниетанымдық көзқарастарында Қ.А. Ясауи насихаттаған хал ілімінің әсері айқын көрінеді. Бұдан басқа, орыс сөздерінің де кездесетіні бар. Бұны қазақ хандарының Ресеймен қарым-қатынасы негізінде енген сөздер деген жөн. Қазақ-жоңғар соғысының және екі халықтың арасындағы экономикалық, саяси байланыстарының да ізі көнерген сөздер арқылы көрініс береді. Жоңғар руларының аттары, олардың діни нанымдарын танытарлық атаулар да осы қатардан орын алады. Көне және мағынасы көмескі сөздердің бір тобы семантикалық өзгеріс нәтижесінде туған. Олардың біразының өзгерген нұсқасы қазіргі тілдік қолданысымызда да кездеседі. Қадымша

араб қарпінде жазылған сөздерді кирилл жазуына көшіру кезінде жіберілген қателіктер негізінде мағынасы түсініксіз сөздер де бар екенін ескерген жөн. Осыларды анықтауда аударма, диалектологиялық, этимологиялық және түсіндірме сөздіктерді пайдаланудың мәні зор. Қыпшақ тілдік тобындағы түркілермен байланыста болған өзге тілдерді тексеру арқылы да айқындалатын сөздер бар. Тағы бір топ архаизмдер этнографиялық меліметтерді зерделеумен айқындалады. Жыраулар поэзиясындағы бұл сөздердің мағынасын ашу, қолданыс аясын кеңейту - филология ғылымының алдында тұрған келелі мәселелердің бірі.

### Specific Economic Sector Link and Travel Orientation for English learning in Kazakhstan

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The study investigates the psychology of language attainment, that is how and what English as a second language is acquired for in Kazakhstan, namely, specific economic sector link and travel orientation. Russian language predominance in the post-Soviet countries (Fonzari, 1999; Hasanova, 2007; Smagulova, 2007) seems to have weakened so the language learning has shifted towards English with tremendous pace and there appeared a new international language in the life of the learners. Thus, a new shift in learning English turns out to become the first necessity for the Kazakhstani learners to fulfill themselves in some areas by using it as a tool. Therefore, the English language learners may have a motivation to use this language for meeting some of their long-held dreams, for instance, job in a transnational company or travel abroad without hindrance.

So, is English as a foreign language a real tool for Kazakhstani English learners to fulfill some of their lingering dreams? In fact, there was a small scale research, an unpublished MA dissertation (Zhanadilov, 2010), conducted by the author about ten years ago, thus, this paper as a part of that dissertation attempts to find out if there is any progress in Kazakhstan in learning English linked to a specific economic sector and a travel around the world freely. Measuring of the learners' specific economic sector link and travel motivation is conducted on the basis of Gardner's (1985; 1988) SLA (second language acquisition) Model and Dornyei's (2005; 2009) L2 Motivational System. As a research instrument, the author uses Likert's (1932) scale in a questionnaire with six questions in English, Kazakh and Russian only adjusted for these two types of motivation as variables. The author expects to find positive changes in the English learning process.



## «Case-study method» as a basis of forming the reflexive competence of future teachers of foreign language

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The article is considered the term «reflexive competence» in professional activity of the future teacher of foreign language. The analysis of the scientific researches shows that the different understanding of this phenomenon in psychological-pedagogical science is connected with active rethinking of the individual consciousness and on the other hand a source of active growth and positive changes of the personality. Reflexive competence as the ability is to understand the level of their own activities, the ability to see the reasons for the shortcomings; desire of perfection, ability to use the self-assessment of their own achievements a professional scientific field. For a more successful implementation of the described content of education we consider to use the certain active pedagogical technologies as case-study method. We believe that the application of the case study method in developing the reflexive competence of the future teacher of foreign language is relevant. Case-study method has taken a leading position and is considered one of the most effective ways of teaching students in solving typical problems through discussion and analysis of situation. Case-study method in the learning process contributes to: -development of analytical and evaluation skills, ability to work in a team, to find the most rational solution to the problem; -development of creative approach to decision -making; -development of flexibility, dialectical thinking. All the described stages will be accompanied by discussions. The use of the method in the course of teaching practice will help to form the student's reflexive competence and thus will help to solve the issues of training future teachers of a foreign language. This method provides students to plunge into their professional environment, to show their professional communication skills, ability to make the right decisions in a particular pedagogical problem and complex non-standard situations.

**Key words:** reflexive competence, case-study method

## The significance of teaching Critical Reading skills in Academic reading classroom

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As we live in a world of enormous information with sophisticated rules, teaching students reading critically might be one of the most significant jobs to be done in reading classes. Understanding, questioning to make connections with background knowledge and being able to evaluate conveyed messages are the main principles of academic success as well as social achievement. This article describes the process of teaching critical reading skills to students and its influence on their academic performances in the Academic Reading course. There are 12 students who are enrolled in this course and the majority of them are students of Business School. At the beginning of the course, students' reading comprehension and their reading speed were detected to compare the results at the end of the course. When we teach critical reading skills to students we help them to develop their critical thinking skills as well because when they do critical reading it will lead to critical thinking. Different activities of critical thinking are useful and used successfully to teach students reading critically, such as attribute linking, K-W-L charts, jigsaw. When students read critically, they should read between the lines to determine what the writer means. By doing so, using their common sense, they define the message that the author is really conveying. The main objectives of critical reading are to understand the text, analyze and evaluate. Students were given different aids to achieve these goals.

The process of teaching critical reading is still going on since the Academic Reading course will be prolonged until the middle of May. However, even now positive results can be seen clearly where students' performances are developing significantly.

**Key words:** critical reading skills

## Constraints and Affordances Faced by Uzbek Students in Japan

Umida Ashurova

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Educational mobility is not a recent trend in the world, but only recently, its scope became unprecedented. "Global war for the best and the brightest" has been intense as young students bring much needed income to universities in developed countries with shrinking populations. They also help

to develop domestically qualified skilled professionals and easily assimilated immigrants. Central Asia is a dynamic region in student mobility with an increasing number of outbound students (Kurzman, 2014). Although main destinations for Uzbek students are Russia, USA, Canada, and Europe, there are number of students who pursue their education in Japan. At its initial stage (1983- 2007), the rationale for accepting international students to Japan was “expected improvement of education and research in Japanese universities, promotion of international understanding between the Japanese and foreign peoples, development of human resources” (Kawano, 1989). However, later the purpose changed from ‘foreign aid model’ into ‘education export model’. Due to these changes and the situation in Uzbekistan, the number of Uzbek students in Japan has been constantly growing. It started with only 2 in 1998 and reached 1500 in 2018 (Ashurova, 2018).

In this presentation, the author’s observations on Uzbek students’ presence in Japan over the last decade and on peculiarities of their multilingual and multicultural identities will be shared. The research data collected through online surveys and selected interviews will be presented in the form of sociolinguistic analysis of Uzbek learners’ strengths and weaknesses. The opportunities and threats these students face in EFL environment of Japan, as well as the affordances they benefit from and the constraints they need to overcome will be discussed in detail. The author will also explore how current government policies and public attitudes in Japan and in Uzbekistan have been influencing the students’ bilingual identities and language-learning motivations.

**Key words:** Multilingual identity, Language learning motivation

### **Linguo-didactic potential of the classical detective in the classroom for home reading at Tashkent State University of Law**

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Traditionally, the aspect of «home reading» is considered as an integral part of the General course of language training of students of non-linguistic faculties. In addition, due to the dominance of the already existing approach to working with the text, which is based on the generally accepted didactic principles and meets the basic methodological requirements of teaching reading as the main type of speech activity, is on the «periphery» of the teachers’ interest. Therefore, improving the efficiency of working with texts requires a revision of the whole process of building the course «home

reading»: from the selection of materials to the development of a system of exercises. In this article, we propose to consider the classic detective story as a reading material on the example of the work of John Grisham at Tashkent State University of Law. The genre, in which he writes, commonly identified as a «forensic detective» or «legal Thriller.» Legal Thriller – a genre that describes the prosecution of the accused and characterized by a dynamic, intense narrative. Genre features of the Legal thriller texts, as well as all other complex speech genres, will be meaningful, formal and functional features. Formal features – dynamism and tension, as well as a functional feature – entertainment are generic paradigmatic features of adventurous literature, and therefore they will not be differential. The substantial signs connected with prosecution of the Respondent in court are the genre forming, setting the choice of specific receptions of expressiveness and referring to the certain dictionary of the reality, the General for the author and readers of the text.

**Key words:** detective fiction, reading skills, comprehension, motivation, home reading

### **Innovative and effective methods in teaching speaking foreign languages at professional colleges in Uzbekistan**

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In our article we focus on developing speaking abilities of students/learners during foreign language classes.

At schools, lyceums and colleges we teach English or other foreign languages to learners according to four main learning skills: listening, reading, writing and speaking. Teachers explain grammar rules, make them learn new words and write essays, give lots of tests and play different games or activities. But, we should mention that speaking is a crucial part of second language learning and teaching. But, for a long time English language teachers have continued to teach speaking according to traditional methods of teaching just as a repetition of drills or memorization of dialogues and etc. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves, their thoughts, ideas, emotions and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

So, what do we mean by the words “teaching speaking”? First of all, we should teach our learners/students to organize their thoughts in a meaningful and logical sequence. Certainly, we must pay attention to teaching speech

sounds and sound patterns, help the students to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Students/learners have to use the language quickly and confidently with few unnatural pauses – that’s what we call “fluency”. When we say “s/he speaks English fluently” it means that s/he can use the language to express her/his values and judgments in different situations. In teaching speaking comprehension – dialogue and monologue are separated. Dialogue includes the ability of communicating on specific task or purpose, social communication or informal conversation, the ability of participating in formal or informal debates on student’s major, presiding at such debates and leading it, conducting interviews, negotiations, and phone conversations. Monologue includes the ability of expressing thoughts, emotions or just preparing lectures. Thus, the role of monologue and dialogue in learning and speaking foreign languages is significant. All around the world, students of all ages are learning to speak foreign languages. They do it for many reasons and they use various techniques, manuals, audio and visual materials, etc. for mastering a foreign language.

**Key words:** Learning skills, traditional method, Communicative Language Teaching (CLT), speaking fluency, monologue, dialogue

### **Linguistic landscape and the use of English language in Xinjiang, northwest China**

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The presentation is based on the data collected during the field research in Xinjiang, northwest China, to study the so-called “linguistic landscape”, i.e. the language of public road signs, advertising billboards, street names, place names, and commercial shops signs. The field trip observations were carried out in the streets of several cities in the province of Xinjiang (Urumchi, Kashgar, Turfan, Artush, Tacheng) and additionally, for comparison, in the neighboring province of Gansu (Dunhuang and Lyuyan). The places visited in Xinjiang are located in different administrative areas, including the Kazakh and Kyrgyz autonomous areas while the destinations in Gansu were located in one area, in the western part of the province. The study reveals marked linguistic diversity in the street signs in Xinjiang with at least six languages (Chinese, Uighur, Kazakh, Kyrgyz, English and Russian) noticeably interacting in the collected data, which is not the case in Gansu, and identifies various patterns of linguistic interaction in the street signs. The presentation will discuss the

factors that affect the appearance and interaction of the languages in the street signs including the administrative division of a province, the location of the sign bearing places in a given city, and the nature of such places (entities/institutions). The role and functioning of languages will be considered with special attention being given to the English language. Unlike Kazakh, Kyrgyz, Uighur, and Russian languages, English, like Chinese but, understandably, in a much reduced scope, is to be found in all observed locations in both provinces. Its application and distribution in the street signs demonstrate certain characteristics, which, together with the observed general patterns of linguistic variability, will be further described in the presentation.

**Key words:** multilingualism, linguistic variability, language of street signs

### **International collaboration between Nazarbayev Intellectual School (Pavlodar, Kazakhstan) and Hilel School (Ramat Gan, Israel)**

Valeriya Golovintseva  
Nazarbayev Intellectual School, Kazakhstan

International collaboration and development of global competence are the new trends in current education of Kazakhstan. It brings forth the research question: How does international collaboration, as part of project, develop students’ global competence? The aim of the research was to investigate in action the mechanism of global competence development, its four domains, and the way international collaboration affects global competence of students in my classroom.

The research was based on the project “Schools Online – Digital Collaborative Learning” that was launched in collaboration between Nazarbayev Intellectual School in Pavlodar, Kazakhstan and Hilel School, Israel. The students of both schools were involved in digital collaboration through performing tasks online on various topics. Each session of digital collaboration was followed by face-to-face conversations via Skype to discuss the same topics. The purpose of these encounters is to start a process that includes getting to know the pupils on the other side, speaking about what is being done on the different tasks and present the different educative outcomes.

The project was completed by a collaborative product (a clip) from each side summarizing the learning process in this collaboration. The analysis of the data collected from observations, task performance, surveys

and interviews showed that international collaboration itself contributed to development of two domains of global competence: investigation of the world beyond their immediate environment (domain 1) and recognition of the perspectives and world views of others (domain 2). Two other domains (communicating ideas effectively with diverse audiences and taking action to improve the environment) need additional activities and efforts for successful achievement. This means that international collaboration is an additional tool for development of global competence.

Development of global competence should be interwoven in school curriculum starting from secondary school when students start studying world history, and continuing in high school and university.

**Key words:** international collaboration, global competence

### Краткий обзор по истории изучения терминов родства в узбекских и английских языках

Васила Каримова  
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В статье рассматривается, в основном, краткая история изучения системы терминов родства на материалах узбекского и английского языка. Система терминов родства(и свойства) исследована на материалах многих языков, в том числе, и узбекских. Следует отметить, что при изучении терминов родства создаются определенные трудности.

Системный характер терминов родства характеризуется тем, что их денотативные значения между собой взаимосвязаны друг с другом определенными родственными отношениями. «Общим для терминов родства является то, что все они выражают отношение. Отношение...- есть способ сравнения или рассмотрения двух вещей вместе и присвоения имени на основании этого сравнения одной или обеим, иногда даже самому отношению»

В рамках встречной соотносительности сопоставляются и противопоставляются термины родства вместе с выраженными ими степенями родства на основании несовпадения, диаметральной противоположности соответствующих им оснований родства: «отец(father) – сын(son)», «мать(mother) – дочь(daughter)», «невеста(daughter-in-low) – свекровь(mother-in-low)» и т.д.

В рамках родовой (косвенной) соотносительности рассматриваются термины родства, которые взаимно дополняют друг друга, за исключением одного случая (термины «муж(husband) и жена(wife)»).

В рамках последовательной (линейной) соотносительности сопоставляются и противопоставляются термины родства, которые различаются друг от друга по отношению к хронологическому срезу (отец(father) дед(grandfather) // отец отца прадед(great grandfather) // отец деда (grandfather's father)). Отмечается, что данный тип относительности, в самом деле, не образует соотносительности, поскольку носит линейный характер.

Под семантической структурой слов (терминов) понимается совокупность элементарных смыслов – сем, соотносящих это значение. Каждая сема представляет собой отражение в сознании носителей языка различительных черт, объективно присущих денотату, либо приписываемых ему данной языковой средой и, следовательно, являющихся объективными по отношению к каждому говорящему.

В узбекском языкознании имеются работы и научно-популярного характера, в которых рассмотрены этимологии отдельных терминов родства и свойства. как «она»/“mother” (мать), “момо”/“grandmother” (бабушка), “куёв”/“son-in-law” (зять), “эр”/“husband”(муж), “хотин”/ “wife” (жена), “почча”/“brother-in-law” (свояк) и др.

### Using Tests to control students' knowledge

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The problem of choosing a method for assessing the quality of learning is important and significant in implementing the standard of the educational program. In this connection, the question of how to define this quality more correctly and more fairly is relevant today. For the formation of a successful and objective approach, it is important that the students' knowledge control system is diverse: focused on testing skills, knowledge and skills, as well as on revealing the creative abilities of students and their holistic personal and related emotional attitude to the subjects being studied. The article deals with information technology testing in the system of higher education.

**Key words:** final testing, assignment, assessment, testing, student, entrance testing, percentage of excellent students, percentage of students, discipline, technology

## The importance of theatre pedagogy for English language learning

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The research paper presents the importance of an acquisition of the resources of theatre pedagogy in teaching English for ESL. Time changes and the techniques used in the classroom change. If before the tools we used in the classroom were just pictures, toys and posters, today we can present our students moving pictures followed with sounds effects. Moreover, students will be engaged in a foreign atmosphere without going to the foreign country. For this reasons, we consider that the actuality of the usage of resourses theatre pegagogy in teaching English is very high. Sure, we can practice any of the four aspects of language : reading, writing, speaking and listening.

## Developing students' reading skills through the use of graded texts and differentiated tasks

Vera Golovanova  
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Reading skills at school are becoming most crucial nowadays, as the ability to organize, structure, process the information we receive determines our competitiveness and flexibility in our everyday lives and academic spheres. The aim of this teacher's action research was to improve students' reading skills both in fluency of reading and analysis. Therefore, the following research questions were raised: How to raise the level of reading skills in students? This research was a part of an action research held at the branch of Nazarbayev Intellectual Schools in Pavlodar, Kazakhstan.

Students of secondary school, future graduates, 12 graders (33 students) were the study participants as their priority was to pass international exams, such as IELTS and SAT, in order to be enrolled to a university.

The main resource was the Newsela site, where texts for different levels can be found, the themes of texts are also variable, ranging from science to art, from historical biographies to recent sports news. In the initial diagnosis, the levels of reading skills of the students were identified, and further, we gradually increased the complexity of the texts students were reading. With the help of tasks developed for each level, students could raise the skills of understanding

and interpreting texts, as well as deep semantic-syntactic analysis. Precisely, there were two areas of work: the level of the texts (measured in lexiles) and the complexity of the tasks elaborated in accrodance with Bloom's Taxonomy.

Basing on qualitative and quantative analysis of the data gained from the research, I came to the conclusion that in order to increase the level of reading it is necessary to provide differentiated tasks along with graded texts.

**Key words:** Reading skills, differentiation, lexiles, research

## The popularity of the Kazakh language among the younger generation in Kazakhstan

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Today the new language policy of Kazakhstan is directed on increasing the popularity of Kazakh language among the younger generation. In Kazakhstan, young people are divided into two categories: some do not try to learn the native language because they think that in the future they will not need it, and others, on the contrary, believe that the importance of the Kazakh language grows every year and each of us must know the state language. To say the truth, the language issue of whether the Kazakh should be spoken in Kazakhstan is now one of the most discussed and controversial topics in the country. The purpose of this study is to determine the popularity of the Kazakh language among the younger generation in Kazakhstan aged 18 to 24. Thus, the research question is "How popular is the Kazakh language among young people in Kazakhstan between the ages of 18 and 24?". Information gathering for further analysis of the issue was carried out using a survey in the form of online questionnaire. The survey was created especially for the youth of age 18 to 24, that is, basically, these are the young people who are getting their higher education. This paper can make a huge contribution to the study of the sphere not only of the Kazakh language, but also of other poorly developed languages. Consequently, it is important to research this topic, and all its aspects are worth to identify.

**Key words:** language problem, language diversity, youth

## Concept as a unit of translation

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This article aims to theoretically and practically consider the overview of cognitive features of literary translation, which appeared due to the close links between the scientific apparatus (metalanguage) of cognitive linguistics and translation studies. Since the process of literary translation has always been at the interface of these two areas of modern linguistics, it is considered to be a mental and analytical activity aimed at selecting the most successful and effective methods and ways of representing the historical, cultural, and mental specificity of the source text, in the target language and culture by taking into account the language picture conceived by the author of the source text. Thus, it becomes necessary to combine the two fundamental concepts of the above-mentioned areas in modern science that are the concept and the translation unit by carrying out the analysis of the factors that prove a concept to be a unit of translational equivalence. In addition, the article attempts to identify the main factors that determine a concept as the unit of translation that contributes to accurate, complete and adequate actualization of the concepts that make up the conceptual sphere of the original work of art in the target language. The main results of the study are the described criteria, that determine the equivalence and equal functionality of the reproduced conceptual sphere of a source text in the target text. The article also contains a small theoretical study of existing approaches to the identification of a translation unit from the point of view of the various paradigms that exist in translation theory.

## Translanguaging and the construction of ethnicity-A cross-case analysis of urban Chinese Kazakhs in Almaty

Wenyi Du

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Although several studies have presented the identity tensions between local Kazaks and Chinese-Kazakh groups in Kazakhstan, analysis of the language and identity among China Kazakhs in urban educational context remains a noteworthy gap in research literature. Different from the way that previous ethnographic data reflected the strong self-ascription of “real Kazakh”

identity among the Chinese Kazakhs in rural areas, this research will attempt to investigate multilingual Chinese-Kazakh young adults who were educated by Mandarin-medium in urban Xinjiang before their arrival to Kazakhstan. My proposed study follows Norton (2010)'s description of the dynamics between discourse and identity, conceiving language as its social means to position and reposition our sense of self in the social world. Different from the focus of previous identity research on codeswitching, I adopted a theory of translanguaging to analyze the ongoing story amongst urban Chinese-Kazakh university students in Kazakhstan. In my project, the overall purpose is to describe the identity positioning and repositioning of three female students: Mira (21 y.o.), Inkar (23 y.o.) and Bota (24 y.o.) through analyzing their translanguaging performance in an English-medium university of Almaty. Specifically, the paper will intend to describe the influence of multilingualism and transnationalism on the shape of the individuals' identity construct. Following Li (2010)'s idea of Moment Analysis, semi-structured interviews, observations and recording of naturally occurring conversation will be conducted as a means to examine the creative moments of multilingual practice amongst the participants in my research. Firstly, I assume that the participants' Kazakh identity are questioned by local nationalists because of their 'delegitimized' Kazakh use. Simultaneously, it seems likely that the participants will be defined as 'unqualified' multilingual speakers if they lack the repertoire of Russian, which remains the superior choice of communication in urban regions (Smagulova, 2016) based on the present context of Kazakhstan.

**Key words:** translanguaging, multilingualism, identity

## Instagram in Teaching Academic Writing

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In the last ten years Social Network sites (SNS) have been increasingly used by English language learners. Taking this into consideration, there is a necessity for English language educators to integrate SNS into a teaching process. The goal of this research is to use Instagram as an interactional tool to support learning activities for EFL students doing Academic Writing course. The authors used Instagram as an addition to classroom learning which gives a great opportunity to implement classroom activities in a creative way. This study examines students' attitudes to the Instagram utilization in the process of teaching academic writing in English. Data were collected using questionnaires. Findings from this study indicate that the majority of

students showed a positive attitude toward the use of Instagram in the writing classroom. This study also provides an overview of the possible benefits of integrating Instagram into EFL classroom and writing activities which can be utilized via Instagram.

**Key words:** academic literacy, Instagram in teaching, EFL classroom, academic writing, social network sites

### Culture in Teaching Legal English

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Teaching law in a tertiary level institution with English as a medium of instruction can be viewed as a good opportunity for EFL students to learn and experience a different legal culture through the use of language. The focus will be on teachers as cultural resources and authentic legal resources for teaching reading and writing. In reading authentic legal texts (statutes, legal cases, academic articles, etc.) selected by faculty members, the students get the necessary cultural background knowledge about how legal systems in the English-speaking countries work. In addition, the EFL students become observant how the legal English functions and how legal reasoning is done. Doing Academic Reading and Writing course for Law students and Legal Research Reading and Writing from the School of Law undergraduate students also learn and get practice in the use of syntax and vocabulary typical for legal English, in writing about law. The paper describes the experience of faculty members from two different fields, ESL/EFL teaching and Law, in dealing with real challenges of EFL students, cooperation in development of authentic legal reading and writing materials.

**Key words:** culture, cultural background knowledge, teaching legal English

### Organization of scientific-practical base for development of new orthographic rules of the Kazakh language based on the Latin

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The works on the development of new orthographic rules of the Kazakh language based on the Latin script were organized in two directions: scientific-theoretical research and creation of a scientific-practical base. The last refers to the types of work by definition which established in the Kazakh-speaking community minds of the basic norms of writing: conducting an expert survey,

questionnaires, focus group, linguistic experiments, etc., thanks to which objective empiric material for the project developers of new rules is collected. The article describes the types of work which done on scientific-practical base of the new rules of Kazakh language and substantiation of its importance for the successful implementation of the reform of alphabet in Kazakhstan.

**Key words:** Orthographic rules, Kazakh language, Latin script

### Ma Yolilti Totlahtol: Language Choice, Maintenance and Community Approaches for Nahuatl Language Revitalization in Mexico

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Nahuatl is a Uto-Aztecan language that is spoken by 1.5 million people today in Central and Southern Mexico. It served as the lingua franca of the Aztec empire before the Spanish conquest and during colonial times, and continues to be spoken in many parts of Mexico, including Veracruz, Hidalgo, San Luis Potosí, Guerrero, etc.

Positive attitudes towards languages at both the national and local levels are crucial for language revitalization and maintenance (Grenoble & Whaley, 2006). However, negative language ideologies and discriminatory policies in twentieth century Mexico has threatened the vitality and intergenerational transmission Nahuatl. Early indigenous language policies in Mexico were based on a discriminatory framework that sought to integrate indigenous cultures and languages to a mestizo national identity (De La Peña, 2002). These discriminatory practices contributed to the loss of indigenous language use and decreased incentives for intergenerational transmission.

In this paper, I will discuss the negative language ideologies that contributed to the language shift from Nahuatl to Spanish among speakers in the Huastecan region of Mexico.

Through personal interviews and questionnaires with community members and educators in three Nahua-speaking communities, I will discuss the major challenges for language maintenance and how these factors affect language choice among Nahua-speakers in different social contexts. Finally, I will discuss models for community-driven approaches to language revitalization by community members in collaboration with researchers through music, theater and art in La Huasteca. Through the use of these monolingual spaces, native Nahua speakers are able promote their language and cultures through positive linguistic affirmation and shifts in language ideology. By empowering youths to be proud of their languages and reinforcing their cultural identity,

these mediums create the linguistic and cultural spaces that allow Nahuatl to be used beyond a folkloric and ritualized context, thus contributing to its maintenance and vitality.

**Key words:** nahuatl, language attitude, language maintenance, language revitalization, indigenous languages, language shift, mexico, huasteca

### **Anthropocentric Approach as a Motivating Tool in Foreign Language Teaching**

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Successful foreign language acquisition in a master course of a non-linguistic University depends on the approach chosen and methods employed. Anthropocentric approach also referred to as 'anthropological linguistics', 'anthropocentric paradigm of linguistics' is the mainstreaming approach to foreign language instruction these days. This approach is focused on a student's personal development with due regard to a foreign language potential as a system of signs, a linguistic and cultural code, reflecting vision and perception of foreign-language environment. Reading in the English for Specific Purposes and English for Occupational Purposes classroom remains the important form of master student's work. Texts – as the main link of communication, perform a number of positive functions. Foreign language lecturers of Plekhanov Russian University of Economics tailor materials including vocationally-orientated authentic texts that help both teacher and students to stay from dull sameness of using text materials and teach students to work with different genres, boosting academic motivation and engagement. The examples of some texts and tasks to them are listed in the report and demonstrate proficiency of our University colleagues. Furthermore, the results of a research on master students' opinion on using such texts in the teaching process are revealed.

**Key words:** foreign language acquisition, non-linguistic University, anthropocentric approach, English for Specific Purposes, English for Occupational Purposes, authentic texts

### **Argumentative communicative competence: its role in training future foreign language teachers**

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In recent years, teaching and learning argumentation has become a significant educational goal. Argumentation is a critically important skill in all spheres and activities of human life so it should be taught and learned in foreign language education as a part of professional training. There are many scientific studies examining argumentative and communicative competences in isolation, however nobody researched both competences in integration.

The present article discusses the importance of argumentative communicative competence and its role in the context and structure of training students of pedagogical institutions. The author focuses on the value of the competency approach in foreign language education, namely, emphasizing argumentative communicative competence as a key indicator of professionalism of foreign language teacher. The aim of the article is to investigate how the phenomenon "argumentation" has been studied in different sciences and to provide the definition of the new integrative notion "argumentative communicative competence". Moreover, the author illustrates the model of a foreign language teacher including key competences from the position of cognitive linguocultural methodology. The results of the article are presented by revealing the role of argumentative communicative competence and demonstrating the model of a foreign language teacher.

**Key words:** argumentation, argumentative communicative competence, foreign language education, cognitive linguocultural methodology, model

### **Foreign Language Education in Multilingual Environment: Challenges and Perspectives**

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Eriell prof education, Uzbekistan

Since the very first days of independence, language learning in Uzbekistan has become an urgent need of the country, paying close attention to raising the level of education and upbringing of the people, their intellectual and legal potential. Learning foreign languages in the modern world is



constantly in the center of attention of all national educational systems worldwide. Their status largely determines the activation of political, social, cultural and economic life, the nature of the formation of the «linguistic taste of the era».

Currently, different schools of education (Abdullaev, 2000) have developed new forms of teaching in the field of teaching foreign languages, an awareness of the need to find methods of accelerated courses with a focus on verbal communication, intensively implemented pedagogical technologies and the development of new didactics for building educational and methodological complexes.

The process of mastering a foreign language involves solving educational tasks, for which it is necessary: finding ways to solve them, choosing strategies and performing various speech actions (actions) based on a certain level of communicative competence and taking into account such levels of language skills functions. This paper investigate traditional approaches to foreign language education and proposes to redefine them in our age of globalization. Foreign language classrooms are no longer populated by monolingual students, but increasingly by multilingual students with highly diverse language backgrounds.

Keywords: foreign language, education, skills, competence, learner

### **The semantics of combinations with the component Gott**

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Understanding of Gott in German culture as a higher power that predetermines the life of man and mankind is invariant to the lexicographic interpretations of the word Gott. The vocabulary definitions of Gott show mostly the uniqueness of his understanding by the compilers of dictionaries. The purpose of this article is to identify the sememes of the lexeme of Gott as a component of phraseological units and proverbs. Based on the analysis of combinations with Gott, extracted from 37 sources, both existing and new sememes of the word Gott, implemented in units of the German language, were identified. Two groups were distinguished: the first group includes two lexemes combinations with the Gott component, as well as combinations of three or more lexemes, in which Gott expresses both denotative and connotative sememes. As a rule, these are combinations of a religious nature,

which are rarely used in other stylistic systems. The second group covers all combinations with Gott, in which this component is mostly desemantized: these are proverbs, interjudicial sayings, aphorisms, slogans, quotations. The lexeme of Gott reveals the two meanings supernatural being and first, highest being in Christianity in 45 combinations of different grammatical structures. In spite of the fact that these values are the most commonly used, other sememes are also found: «human», «general», «man», «nobody», etc. Addition to the lexeme Gott lexemes Welt and Menschen gives as a result a holistic meaning of everything. Gott is also credited with a positive semem: ausgezeichnet, begabt, hervorragend, vorbildlich. The component Gott of sayings of an intertitle and modal character expresses an expressive-intensifying value together with denotative sememes. Thus, combinations with Gott reveal a whole series of meanings that are not reflected in the dictionaries of the German language.

**Key words:** lexeme Gott, German dictionaries, sememes

### **How to raise people's literacy**

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The article studies the problems occurred amongst people on low level of literacy. There included many solutions to the possibility to raise the literacy amongst people. It argued that there are many problems indicated on people's literacy and many youth in the societies paid less attention by percentages. Many researches showed that the decreasing even the native language correction amongst youth in spite of many attention in the learning of Uzbek language and the literature, the knowledge in this sphere is very low and as in the example there showed how people have no ability to write counted with the common words included in the Uzbek language dictionary. The most considerable thing is that the names put up in the buildings, words in the articles and on TV programs witnessed that have many mistakes that can be seen as the less paid attention and having no knowledge of correct literacy. The research took the next step as the reasons why the problems were in the society and avoiding methods to prevent apathy. There considered as the solution to increase the literacy amongst people as to increase the literature in the people's minds through natural ways that can be demonstrated using modern authors' last and interesting creations considering the age category in the literature books so as in the magazines and newspapers rather than advertising the effects of studying. It affects the learner's mind with the interest

to study than forcing them to do. The article concludes with the ideas and methods to tempt the society to the literature and having corrected their wide knowledge.

### **Cognitive model of an infinitive in the Kazakh language**

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The acquisition and usage of the infinitive is not clearly defined in didactic teaching of the Kazakh language as a second language. As far as the information on the category of Kazakh infinitive is not fully and systematically provided, learners do not obtain complete knowledge and comprehension of the language formation in relation to the infinitive. In addition, Russian-speaking learners do not recognize infinitives of the Kazakh language because they do not fully match infinitives in the Russian language. In Kazakh, the infinitive takes case, plurality and possessive markers, while in Russian it does not have such features, for example, Kaz. Мен кітап оқуды жақсы көремін. [men kitap oқudı jaқsı köremin] Eng. I like reading books. The Kazakh infinitive оқй- takes the ending of the Accusative case –dı, while in Russian it does not acquire any ending and answers to the question "What to do?". These typological differences in the infinitive of two languages cause a lot of difficulty at Russian-speaking learners.

Therefore, the cognitive approach to a study of the Kazakh infinitive makes possible to conclude that semantics of the infinitive is a result of the second-tier processes in human cognition. The analysis of usage of the infinitive in a combination with other words and their relationship from lexical and semantic side confirms the provision that the infinitive appeared to be a result of humans' categorization and conceptualization of the surrounding world. The analysis shows that the infinitive combines not with verbs denoting an action but with verbs denoting a person's psychological state, feelings, and thoughts. A consideration of the grammatical category of the infinitive from the cognitive perspective will facilitate the teaching and learning process of the Kazakh language, i.e. the infinitive, and its acquisition by speakers of other languages.

**Key words:** infinitive, cognition, cognitive models, semantic-pragmatic context

### **Implementing activities for multilevel classes**

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Teacher use the term multilevel to identify any group of learners who differs from one another in one or more significant ways. Every class is multilevel because, learners begin with varying degrees of competence and then progress at different rates in each of them language skills; speaking, reading, and writing. Shelley Vernon states that: "Multilevel classrooms are as varied as the students in them. Most often, they include students who communicate in English at a variety of different levels. They may also consider multilevel because they include students with different types of learning backgrounds, such as those who have learned mainly from a textbook. Students may also have different levels of literacy in their own native language."Some people say that it is difficult to work with the group of students with different levels. It demands to work hard on you lesson plans and choosing appropriate materials. Also teacher had to work individually. The key to working with a multilevel group is to maximize students' strengths and continually assess learners' needs so they can be addressed in class. Generally using themes with different levels of materials and lots activities with different grouping (whole class, small group, and pair work) help the teacher meets the needs of all the learners in your class.

In our workshop we will focus on activities which can be used in multilevel classes and in accordance with implemented activities what skills can students improve and the help of activities to the instructor. We will finish the workshop with suggestions how to provide a supportive teaching materials for the future EFL teachers.

**Key words:** Implementing activities for multilevel classes

### **Kazakh-Uzbek Literature Links: history and literary translation**

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Proclamation of 2018 as the year of Uzbekistan on the Kazakh land as a symbol of brotherhood and rendering honors to great Kazakh poet Abay's creative work in Uzbek country are made deliberately. These significant events in literary process also point to the dynamic development of cultural and literary intercommunication in the Turkic world. For this reason, it is actual to study Kazakh-Uzbek literature with common historical roots in the context of comparative literature studies. This article examines Kazakh and Uzbek literary relations originating from folklore, and literary relations and their

divisions into chronological periods in accordance with principles of historical development. Accordingly the aim of the article is to identify historical bases of Kazakh-Uzbek literary relations and to reveal special aspects of literary translation.

Since translation is a form of speech, its purpose is to rebuild speech structure, as a result along with unchanged plan of content change of conveying meaning takes place, and one language is replaced by another one. In literary translation transformations of interchange, word supplement, substitution, and omission are used. In the article chronological and typological methods are used to identify stages and types of literary translation between literature of two nations.

Moreover, this paper defines historical origin of literary translation in the Kazakh and Uzbek literature and identifies historical, genetic and geographical factors which served as the basis for their integration. The beginning, development and contemporary stages of literary translation, which is the main method of integration of the Kazakh and Uzbek literature are provided periodically with examples and peculiarities of those periods are identified. Interaction of native languages is considered in the context of literary translation.

**Key words:** literary, literary ties, stages of development, folklore, literary translation

### **Принципы усвоения нового алфавита на основе латиницы в условиях формирования полиязычной личности**

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Модернизация системы письма в первой четверти 21-го века и переход на латинский алфавит – это выбор независимого Казахстана. Всегда, когда народ идет на осуществление кардинальных реформ в духовно-культурной сфере, необходимо непременно соблюдать одно условие. Это условие - нововведения должны опираться на сложившиеся добрые традиции. Как отметил Президент Республики Казахстан Н.Назарбаев, «духовная модернизация примечательна своей способностью сочетать разные полюсы национального сознания. Это основа национальной памяти, гармонично сочетающая в себе великую историю, жизнеутверждающее настоящее и светлое будущее»[1].

В докладе рассматриваются пути координации условий формирования соответствующей требованиям дня полиязычной личности и процесса обучения новой системе национального письма. Рассматривается проблема связи, сочетаемости инновационных идей с традиционными подходами к преподаванию языка.

Цель исследования - определить принципы обучения новой графике на основе латинского алфавита в условиях становления полиязычной личности.

Вопрос актуальности подготовки полиязычной личности, являясь одной из предпосылок развития отечественного образования в соответствии с лучшими практиками мирового образовательного пространства, становится все более важным и выраженным. В связи с чем появляется необходимость сочетания вопроса определения эффективных методов обучения новой графике на основе латиницы и правильного отбора образовательных технологий с приоритетными направлениями формирования личности, владеющей несколькими языками.

В статье констатируется необходимость исследования принципов усвоения новой графике на основе латиницы в единстве с методологическими основами обучения. Вот почему за основу руководства берутся современные тенденции в лингвистике, философии образования, педагогике, психологии, положения, связанные с формированием личности. Кроме того, рассматриваются пути решения задач развития жизненных навыков обучающихся с опорой на новые идеи, имеющие место быть в социологии и культурологии. Приводится научное обоснование важности опоры в обучении новому алфавиту на основе латиницы, наряду с традиционными принципами системности, осознанности, принципом от простого к сложному, и на учет социальных запросов, открытость сознания, актуализацию знания, креативность, прагматизм, формирование ценностных ориентиров личности, на принципы интерактивности, направленного обучения функциональной грамотности и др.

Результаты исследования. Группируются дидактические и методические принципы усвоения национального алфавита на основе латиницы после внутренней дифференциации. Опора на эффективность выявленных в ходе исследования принципов грамотного усвоения нового письма усиливает воздействие на процесс формирования полиязычной личности.

**Ключевые слова:** полиязычная личность, национальное письмо, новая графика, принципы усвоения

## Function of reading fictions in language development

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In current time, it can be noticed that literature plays such a small role in the life of modern society. The new generation departs from the literary and educational tradition, which was very strong, developing over several centuries. The reading circle has changed significantly under the influence of the demand for special literature and books containing all sorts of practical advice, and not on those that educate a person morally. Reading literature serves as a reflection of reality, a product of art, and acknowledgment with nations' culture. It occupies a special place in the philosophy of language learning, enriching vocabulary, improving aesthetic taste and humor. Each nation can collect its historical memory and historical consciousness through literature with hundreds of fictions, describing the traditional culture of ancestors. Additionally, the reading of fiction has a beneficial effect on the mind, developing and improving its quality. It plays an important role to understand the richness of the language and to expand the vocabulary in the language learning process. The reading of fictions arouse people's keen interest in the culture of other nations, the understanding of their worldviews. In any language, there are polysemy of words, synonyms, antonyms, homonyms, etc. For perfect mastery of the language, it is necessary to understand the expression of words. In fictions, the word is used in various meanings. Therefore, when learning a language, it is very useful to work with literary texts. Today, the student has his /her own peculiarities in the choice of text, that is, in the choice of fictions. In this article, based on experience of teaching literature, the effectiveness of the use of fictions in language learning and the methods of its use will be considered, as well as the effective aspects of the development of a language through fiction will be analyzed.

**Key words:** fiction, language development, literature, culture

## Development of Professionally Oriented Foreign Language Competence from Students' Perspective in a Profile School

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Nowadays, there is a growing tendency to pay more attention to the formation of a certain competence in future specialist. In the result of transition to contemporary foreign language education, it is important to form professionally-oriented block of competences in future specialists of

foreign languages. The present article deals with the issue of goals and aims of development of professionally-oriented foreign language competence in profile schools. The challenges of mastering professionally-oriented foreign language communication that takes place in profile school stages are discussed. The role of foreign languages is the object of analysis: they are an integral part of professional activity of a specialist today; knowledge of foreign languages allows conducting research and building education process on a new higher level of international cooperation. The new function of language education is discussed: the forming of language environment on the principles of professionally oriented interdisciplinary approach to language education. The article also describes the components of professionally-oriented foreign language competence and proposes the model of development of this competence.

**Key words:** professionally-oriented foreign language competence, foreign language education, profile school

## Marketing communication of higher educational organizations identity

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Highly globalized market of higher educational organizations leads to increased competition among universities for the best minds over the world. To reach the target 'consumers' most all universities present themselves at their official websites. Universities websites become one of the marketing tools, and the way they represent themselves by creating a marketing communication. This study aims to compare value attributes of educational organizations identity manifested in marketing communication. The study is a comparative case study of Kazakhstani and international universities. Official websites of two Kazakhstani universities (University of International Business & Abylay Khan University) and two international universities (Massachusetts Institute of Technology & London Business School) are analyzed. The research is based on the organizations' identity texts on the universities webpages "About us", "About university" sections. The content analysis (Krippendorff, 2004) is implemented to find the difference of value attributes articulated by these educational organizations.

The results of the research revealed existing similarities in communication forms of identity among the universities. In addition, distinct variations in value attributes between Kazakhstani and international universities are determined. Identity texts due to its marketing features are tent to be short in length, full of descriptive adjectives, and apply official style of speech, all analyzed universities fit these criteria. However, international universities more effectively indicate their idiosyncratic features by using different written

communication techniques, like headings and underlined text; while these manners of communication are not popular among researched Kazakhstani universities. In terms of value attributes, there are also some discrepancies are identified, e.g. personalized approach, extended cultural reference and call for talents, rather than promise to foster them are more peculiar to international universities in comparison to Kazakhstani universities. The results of the study can facilitate deeper understanding of lingua-cultural difference of Kazakhstani and international universities and might have pragmatic application in designing marketing communicative text of organizations' identity.

**Key words:** marketing communication, universities identity, organizational value, marketing discourse.

### **The perception of innovative FL teacher competences from teachers' and employers' perspective**

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Modern FL teachers are expected to take up completely different roles in the classroom: they are no longer the only authority figure in the classroom, but rather moderators and facilitators of knowledge. Modern teaching approaches and techniques are leaning towards more learner-centered and competency-based paradigm. Another important trend in education is modernization and innovation related to every aspect teaching such as planning, delivery, assessment, competencies. Therefore, it is vital to understand what competencies are important to teachers and future employers; this could help teachers, employers, institutions and finally policy makers to create sensible and effective frameworks for competency building. This presentation will outline perceptions among teachers and employers on the innovational competencies in order to outline clusters of competencies to be developed by future FL teachers. The perception of teachers and prospective employers on the essence and the components of the innovation competency is quite different. Understanding these differences could potentially help build a better curriculum for developing innovative competence in the course of training of FL teachers.

**Key words:** FL teachers, innovation competency, teacher training, teacher competencies

### **A Study on the Cognitive Neural Mechanism of Cultural Connotation in Chinese and English Metaphorical Discourse**

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Metaphor is a kind of semantic rhetoric with rich cultural connotation. Every nation and every culture endows metaphors with different meanings. Therefore, the mastery of metaphors often depends on specific cultural accumulation. For example, "He is a dragon" in English and in Chinese are both metaphors. However, there is a big difference in their implied meanings. In English, "dragon" means an evil animal, while in Chinese, "dragon" is extremely noble.

Under the background of different national cultures, people are bound to produce some different or even totally different metaphorical phenomena due to the influence of various cultural patterns when they make psychological associations. Therefore, in-depth study on such metaphorical discourse has important theoretical value and practical significance.

However, there are still some deficiencies in the studies on the social perspective of metaphor cognition at home and abroad.

First, the research on the cognitive operation mode of metaphor is not enough. Next, the systematic study of metaphor culture mechanism needs to be carried out. Last but not least, there is a lack of experimental research on the mechanism of metaphorical culture.

The research on the mechanism of metaphor culture in Chinese and English will be a very worthwhile direction in the future language research. The research on the brain responses of subjects in different cultural backgrounds of English and Chinese to different cultural connotations of the same metaphor needs to be further carried out.

### **Criterion referenced Assessment in Foreign Language Education: Presentation as a tool**

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Assessment is indispensable part of teaching and learning process. Criterion referenced assessment is a hot issue in Kazakhstan Secondary and Higher education system where the foreign language is inseparable. This paper attempts to deal with criterion referenced assessment purpose, functions and

principles, as well as comparison with norm referenced assessment. A further possible presentation assessment criterion is offered as an alternative sound form for formative and summative assessment.

**Key words:** assessment criteria, alternative assessment, rubric, descriptor

### The role of literacy in learning foreign languages

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Nowadays, learning English and other foreign languages are becoming very important and necessary subject at schools and other educational establishments. Studying foreign languages requires having reading, writing, listening and speaking skills. When we start learning foreign languages, we must know about literacy. What is literacy itself? In this annotation, I have tried to expose literacy. Dictionaries traditionally define literacy as the ability to read and write. In the modern world, this is one way of interpreting literacy. One more broad interpretation sees literacy as knowledge and competence in a specific area. The concept of literacy has evolved in meaning. The modern term's meaning has been expanded to include the ability to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge, solve mathematical problems and use the dominant symbol systems of a culture.

The key to literacy is reading development, a progression of skills which begins with the ability to understand spoken words and decode written words, and which culminates in the deep understanding of text. Reading development involves a range of complex language-underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology), all of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired, a reader can attain full language literacy, which includes the abilities to apply to printed material critical analysis, inference and synthesis; to write with accuracy and coherence; and to use information and insights from text as the basis for informed decisions and creative thought. The inability to do so is called «illiteracy» or «analphabetism». The students who continues their study after bachelor this article will be very useful.

**Key words:** The role of literacy in learning foreign languages

### Баҳонинг фалсафий, мантиқий ва лисоний категория сифатида ривожланиши

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Когнитив лингвистикада муҳим ўрин тутган аксиологик муносабатларни тадқиқ қилиш замонавий тилшунослиқда ривожланиб бораётган соҳалардан биридир. Маълумки, аксиологик тадқиқотлар фалсафада ва мантиқ фанларининг ажралмас қисми саналади ва йиллар давомида аксиологик тушунчалар ушбу фанлар доирасида ўрганилиб келинди. XX асрнинг охирига келиб, лингвистик аксиология тушунчаси тилшунослиқда ҳам кенг ўрганила бошланди ва когнатив лингвистиканинг ўрганиш объекти сифатида талқин қилина бошланди. Ушбу мақолада аксиология лингвистик, фалсафий ва мантиқий категория сифатида тадқиқ қилиниши ва ривожланишига доир маълумотлар бериб ўтилади. Аксиологик баҳо тушунчасининг объектив ва субъектив тарзда ифодаланиши, баҳо унсурлари, мантиқий ва лингвистик баҳо категориялари ҳақида тўхталинади. Мақолада аксиологик баҳонинг элементлари инглиз ва ўзбек тиллари мисолида таҳлилга тортилган.

**Ключевые слова:** когнитив лингвистика, аксиология, лингвистик аксиология, аксиологик баҳо, объектив ва субъектив баҳо, эталон

### Integrative approach in translation

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As far as the art literature is concerned with the outer world, it is inherently polysemantic. These features of the literary text bring translators a lot of difficulties. That is, they can not be translated ... The unexpected artifacts in the artistic text such as ironic, cunning, symbolic, and the use of allegories make it difficult to translate.

In academic and literary circles, translation is sometimes seen as not as serious or important as other spheres of scholarship, and lack of literary translation acts as a cultural "iron curtain" around a country such as Uzbekistan. At the same time, recently a lot of Uzbek works are being translated into different languages, including English, by experienced specialists, young native speakers who know the language well and have a direct access to

the original texts. However, English translations of Uzbek literature by native speakers (Uzbek specialist as well) of English are often unsuccessful, as it is difficult for them to understand specific words and realia which are related to the Uzbek spirit and mentality; they also tend to miss or incorrectly translate words borrowed from the Persian and Arabic languages.

In the current article I will analyze the main factors of unsuccessful interpretations done from Uzbek into English and suggest a new kind of ways, (such as an integrative, cooperative approach), in translating National literary art into foreign languages. Moreover, I will try to access new theoretical basis which is still unknown in Uzbek translation school and which might probably help to revise quality of translations from Uzbek into English.

