



**ХАЛЫҚАРАЛЫҚ АХАНОВ ОҚУЛАРЫ – XXVI**  
**Ғылыми-әдістемелік дөңгелек үстел**

**ЖИНАҒЫ**

**DERLEME**

**ULUSLARARASI AKHANOV OKUMALARI – XXVI**  
**Bilimsel ve metodolojik yuvarlak masa**

**СБОРНИК**

**МЕЖДУНАРОДНЫЕ АХАНОВСКИЕ ЧТЕНИЯ – XXVI**  
**Научно-методический круглый стол**

**COLLECTION**

**INTERNATIONAL AKHANOV READINGS – XXVI**  
**Scientific and Methodological Workshop**

Istanbul – Almatı, 2023  
**ХАЛЫҚАРАЛЫҚ АХАНОВ ОҚУЛАРЫ – XXVI**  
Ғылыми-әдістемелік дөңгелек үстел

08-09-мамыр 2023 ж.

**ULUSLARARASI AKHANOV OKUMALARI – XXVI**  
Bilimsel ve metodolojik yuvarlak masa

08-09 MAYIS 2023

**МЕЖДУНАРОДНЫЕ АХАНОВСКИЕ ЧТЕНИЯ – XXVI**  
Научно-методический круглый стол

08-09 мая 2023 г.

**INTERNATIONAL AKHANOV READINGS – XXVI**  
Scientific and Methodological Workshop

08-09 May 2023

проведенного исследования установлено, что невербальная коммуникация может воздействовать на реципиента различными путями. Значение невербальной коммуникации велико, поскольку не всегда можно передать вербальными средствами.

#### **Литература:**

- 1 Лапина Т.А. Корпоративная культура: учебно-методическое пособие. – Омск: ОмГУ, 2005. – 96 с.
- 2 Садохин А.П. Введение в теорию межкультурной коммуникации. – М.: Высшая школа, 2005. – 310 с.
- 3 Крейдлин Г.Е. Мужчины и женщины в невербальной коммуникации. – М.: Языки славянской культуры, 2005. – 224 с.
- 4 Асадов А.Н., Покровская Н.Н., Косалимова О.А. Культура делового общения: учебное пособие. – СПб.: СПбГУЭФ, 2010. – 156 с.
- 5 Key M.R. Male / Female Language. Metuchen. – N.Y., 1975. – 347 p.
- 6 Пиз А. Язык телодвижений. – М.: Эксмо, 2010. – 550 с.

#### **References:**

- 1 Lapina T.A. Corporate culture: teaching aid. - Omsk: OmGU, 2005. - 96 p.
- 2 Sadokhin A.P. Introduction to the theory of intercultural communication. - M.: Higher school, 2005. - 310 p.
- 3 Kreidlin G.E. Men and women in non-verbal communication. - M.: Languages of Slavic culture, 2005. - 224 p.
- 4 Asadov A.N., Pokrovskaya N.N., Kosalimova O.A. Culture of business communication: textbook. - St. Petersburg: SPbGUEF, 2010. - 156 p.
- 5 Key M.R. Male / Female Language. Metuchen. - N.Y., 1975. - 347 p.
- 6 Piz A. Body language. - M.: Eksmo, 2010. - 550 p.

#### **МРНТИ 14.07.09**

**Әлиакбарова А.** PhD, Әл-Фараби атындағы ҚазҰУ  
аға оқытушысы, Алматы, Қазақстан  
**Өмірбек Ш.** Әл-Фараби атындағы ҚазҰУ  
магистранты, Алматы, Қазақстан

### **WECHAT МОБИЛЬДІ ҚОСЫМШАСЫ АРҚЫЛЫ ҚЫТАЙ СТУДЕНТТЕРІНЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ**

**Аннотация.** Жаһандану дәуірінде адамзат баласы біртұтас ынтымақтастықта интегралдану кезеңінде шет тілдерін білу мәртебесі айтарлықтай артуда. Ағылшын тілін үйрену барынша маңызға ие болуда. Алдыңғы қатарлы технологияның дамуымен шет тілдерін үйрену үшін түрлі жаңа мобильді қосымшалар пайда болуда. Аталған мақалада ағылшын тілін қытай студенттеріне WeChat мобильді қосымшасы арқылы оқытуды зерттеу ұсынылады. **Кілт сөздер:** мобильді қосымша, WeChat, шет тілі, ағылшын тілін оқыту, әдістеме.

**Aliakbarova A.,** Doktora, Al-Farabi Kazak Ulusal Üniversitesi  
kademli öğretim üyesi, Almatı, Kazakistan  
**Omirbek Sh.** Al-Farabi Kazak Ulusal Üniversitesi

## ÇİNLİ ÖĞRENCİLERE WECHAT MOBİL UYGULAMASI KULLANARAK İNGİLİZCE ÖĞRETME

**Özet.** Küreselleşme çağında insanlık bir bütün hale geldikçe yabancı dil bilmenin prestiji de önemli ölçüde artmaktadır. İngilizce öğrenmek giderek daha önemli hale gelmektedir. Teknolojinin gelişmesiyle birlikte yabancı dil öğrenimi için çeşitli yeni uygulamalar ortaya çıkmaktadır. Bu makalede Çinli öğrencilere WeChat mobil uygulaması kullanarak İngilizce öğretimi meselesi ele alınacaktır.

**Anahtar Kelimeler:** mobil uygulama, WeChat, yabancı dil, İngilizce öğretimi, yöntemler

**Алиакбарова А.** PhD, старший преподаватель  
КазНУ им. Аль-Фараби, Алматы, Казахстан  
**Omirbek Sh.** Магистрант КазНУ им. Аль-Фараби,  
Алматы, Казахстан

## ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА КИТАЙСКИМ СТУДЕНТАМ С ПОМОЩЬЮ МОБИЛЬНОГО ПРИЛОЖЕНИЯ WECHAT

**Аннотация.** В эпоху глобализации, когда человечество интегрируется в единую целостность, значительно возрастает престижность знания иностранного языка. Изучение английского языка становится все более и более важным. С развитием передовых технологий появляются различные новые приложения для изучения иностранных языков. В данной статье предлагается исследование мобильного приложения WeChat в обучении английскому языку китайских студентов.

**Ключевые слова:** мобильное приложение, WeChat, иностранный язык, преподавание английского языка, методы

**Aliakbarova A.** PhD, senior lecturer of Al-Farabi  
Kazakh National University, Almaty, Kazakhstan  
**Omirbek Sh.** Master student of Al-Farabi Kazakh  
National University, Almaty, Kazakhstan

## TEACHING ENGLISH TO CHINESE STUDENTS THROUGH MOBILE APPLICATION WECHAT

**Abstract.** It is becoming more and more important to learn English. Since English is not the mother language in all countries, it is difficult for students from non-English speaking countries to learn English well, so that they have to learn English systematically. And with the development

advanced technology, there are various new applications to learn foreign languages. This paper offers a study of the WeChat mobile application in teaching English to Chinese students.

**Key words:** mobile application, WeChat, foreign language, teaching English, methods

English has become a global language, and it is considered as one of the most important languages in the world. As the world becomes more connected, the ability to speak English has become a vital skill for individuals, businesses, and countries [1, 5]. However, learning English can be difficult, especially for people who live in countries where English is not the native language, like China. But the importance of English in the world makes us start to pay attention to English and master it. In recent years mobile applications have emerged as a popular tool for language learning. Mobile applications for language learning offer a wide range of features, such as grammar lessons, vocabulary exercises, listening and speaking practice, and interactive games. Some applications even provide personalized learning experiences based on the users' proficiency level and goals [2, 44-48]. The impact of teaching English to Chinese students through mobile applications is an important topic that has gained attention from educators, researchers, and policymakers in China nowadays. Especially during the three years of COVID-19 prevention and control, the phenomenon of learning through mobile apps has become so common that it has become the norm.

There are scholars, researchers who have been concerned about this topic. The impact of teaching English through mobile applications has been studied extensively over the years. Numerous studies have focused on the effectiveness of mobile applications for language learning, the factors that influence their usage, and the benefits they offer to learners. Some studies have shown that mobile applications can improve learners' motivation, engagement, and performance in learning English. In their study Liaw, Huang, and Chen (2007) examined the factors that influence the adoption of mobile applications for language learning. They found that learners' attitudes towards technology, perceived usefulness, and ease of use are important factors that impact their decision to use mobile applications for language learning. This study highlights the importance of designing mobile applications that are user-friendly, engaging, and relevant to the learners' needs and goals. The impact of teaching English through mobile applications extends beyond the individual learner. Mobile applications have the potential to address the challenges of providing quality English education in developing countries. In many countries, there is a shortage of qualified English teachers, and language schools are often located in urban areas, making it difficult for learners in rural areas to access quality education. Mobile applications can provide these learners with an opportunity to learn English at their own pace and convenience, regardless of their location.

Moreover, mobile applications can also facilitate cultural exchange and understanding. Language learning is not only about acquiring language skills but also about understanding different cultures and ways of thinking [3, 281]. Mobile applications can connect learners from different parts of the world, allowing them to share with their experiences, learn from each other, and develop intercultural competence [4, 312-313].

With the development of society and the emergence of advanced technologies, online teaching is also an inevitable trend. However, we have to admit that it is precisely under the special situation of COVID-19 that online learning applications have been widely used in many countries around the world. The most widely used App in Australia is Moodle, while Mobi Class and LinkedIn Learning are used in some African countries, and Zoom is used more in the United States and Kazakhstan. The online learning software used by different countries is relatively suitable for the national conditions of each country. China has a large population base and a large number of students, so there are many kinds of learning software and learning platforms in China to try to meet the needs of the vast majority of students. WeChat is one of the many learning software.

.Actually, in July 2017, WeChat had reached more than 90 percent of smartphones, and 50 percent of WeChat users spent 90 minutes a day on WeChat. The young and middle-aged are the main group of WeChat users, accounting for 98%. Students are one of the four occupations with the highest proportion [5, 42-43]. And since the outbreak of COVID-19, China has a large number of online learning software, including but not limited to WeChat, Dingding, QQ and etc. In terms of the form of mobile software learning in China, before the epidemic, online learning was only one of the choices in a variety of learning modes. Generally speaking, traditional learning mode and online mode were combined. However, during the epidemic period, due to the epidemic prevention and control, online learning has almost become a mainstream learning mode. Therefore, China is equipped with various advanced technologies. In this case, diversified learning software and learning platforms emerge one after another, and the reality of online learning provides students and college students with many choices. Even many schools and universities have developed their own software for students to have online classes. Of course, there are still a lot of students to use WeChat for learning, because as we have introduced, WeChat has very powerful functions. Therefore, many students use WeChat for online learning during this period; However, after the end of the epidemic prevention and control, China implemented the banner of the resumption of work and production, so students went back to campus to study, so the usage rate of online learning software declined significantly to a large extent. But obviously, in this Internet era, the advantages of online learning will not stop there, and there will still be many students using online learning software to learn.

WeChat is a very powerful application. First of all, WeChat has many functions, including but not limited to, social functions (including instant messaging, looking for friends, circle of friends, etc.), Internet functions (WeChat browser, subscription to public account, subscription to video account, news feed and news search), life functions (WeChat payment, card package, scanning two-dimensional code), Small program (for shopping, pay to study, almost covers all fields), enterprise WeChat and so on. Among the above-mentioned functions, many functions can be applied in language learning [6, 5]. For example, teachers can record lectures through video functions. In addition, the function of public account supports a variety of formats, including text form, audio form, video insertion, link form, etc. For more, WeChat can also search according to keywords. This convenient in learning to find information, etc., very convenient, very many functions. It is very suitable for a variety of teaching modes. With such powerful functions, no matter students learn vocabulary or grammar or any other aspects of English, they can even communicate with teachers online through video to improve their oral English. Therefore, we can find that WeChat's functions can cover all four skills in learning English, namely, listening, speaking, reading and writing.

No application software is omnipotent, and they all have their own shortcomings. WeChat, which is mainly used for social functions, also has corresponding shortcomings when used as online learning software. Therefore, there is also a lot of discussions about the problems reflected in WeChat online learning. We have to admit that learning is a process that requires feedback, especially in language learning. Practice is an important step. Therefore, students need to complete the content related to the learning content in time, and teachers need to judge whether the learning is efficient and effective by the quality of students' homework. But only the real level of students can have credibility, but the online learning function of WeChat is obviously unable to achieve this, there is a lack of supervision mechanism for students' homework and related tasks, even if it can be supervised by online video, but in the context of large-scale teaching, this is unrealistic. Accurately speaking, it is not only the feedback process. The teaching process is also unsupervised. It is impossible to judge whether students are learning in a timely manner. It is obviously not a

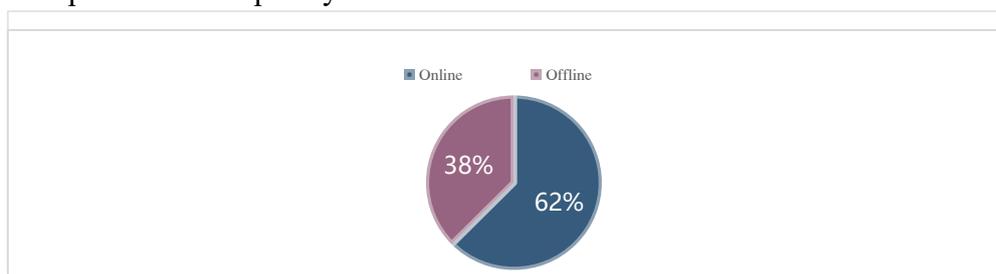
good way to improve learning efficiency by hard punching in, which is a major problem in every online learning mode.

The purpose of teaching is to let learners absorb knowledge in the highest efficiency. Whether teaching is effective or not is determined by learners' feedback. Learning feedback is the most direct reflection of the teaching effect. No matter the advantages or disadvantages of WeChat, the survey results of the questionnaire objects have a great impact on the advantages and disadvantages of WeChat online teaching and how to update the learning function to meet the needs of learners.

Therefore, the influence of teaching should be analyzed from the perspective of learners first. In order to better understand how Chinese students use WeChat for online learning, and what impact it has on their language learning, we did some questionnaires about some detailed information about Chinese students' attitudes toward online learning through WeChat. We conducted a questionnaire survey on two groups of students at different levels, namely, college students from Kashgar University, Xinjiang, China and junior high school students from Yining No. 7 Middle School, Xinjiang, China. The subjects of the questionnaire are middle school students and college students with more than 6 years of English learning experience. The questionnaire involves questions about whether they often use WeChat for language learning, what impact WeChat has on language learning and teaching, what advantages and disadvantages it has. Through the questionnaire, we understood some of their views on online learning language through WeChat.

Chart 1 The proportion of strong points of the respondents in English learning

Chart 2 Respondents' receptivity to online and offline instruction



According to our survey results, (more than 60 percent of students prefer to learn English online through WeChat) this part of Chinese students believe that the advantages of learning English through WeChat are as follows: first, the search function of WeChat is very beneficial to the information query in the learning process, which helps students to find the information related to learning in time; Second, this is also the advantage of most online learning. The teacher's recorded lessons and related learning materials can be played back, which will not be difficult to recall after the end of the offline class, and playback is very conducive to review and consolidate the foundation. Thirdly, this is the most significant advantage of online learning, which can make the learning time very flexible and unconstrained. Students can even listen to online courses while having meals, or study at home in cold weather. Fourthly, individual students have different requirements on teachers. If it is an offline course, in school or university, students need to adapt to the teacher's teaching habits and rhythm, etc., but online class is selective, they can choose different teachers according to their own needs and find teachers according to their special requirements. If students find suitable teachers according to their own needs, it is very helpful to enhance students' learning enthusiasm and initiative. These series of advantages of WeChat all show that learning through WeChat is indeed of significant help to improve students' writing and

listening skills. It also confirms the fact that Chinese students in the questionnaire are better at Writing, but weak in Speaking.

When it comes to the disadvantages of the WeChat, our survey results also show some shortcomings of some Chinese students in online learning through WeChat platform, which are summarized as follows: Firstly, this is the biggest defect of WeChat platform in the learning and teaching process. At present, there are some better platforms in China that have solved this problem, but WeChat still has this problem. The functions of WeChat do not contain a supervision mechanism, which makes it difficult to guarantee the quality of students' homework. For example, some students directly use the Internet to complete the homework, there is no learning efficiency; Secondly, because the main function of WeChat is communication, there may be a continuous pop-up of message prompt, which makes it impossible to concentrate and reduces learning efficiency. Third, a long time of screen learning has led to a sharp increase in the rate of myopia among Chinese teenagers, which is also a major social problem in China. Fourthly, because it can be played back, students pay less attention to it, do not learn in time, delay learning progress, and reduce learning efficiency.

In conclusion, according to the survey and analysis, it can be seen that the application of WeChat in online teaching has been fully recognized by students to a large extent. Of course, it also promotes the formation of students' independent learning and cooperative learning atmosphere to a certain extent, enhances students' learning interest and greatly improves the teaching effect of online English teaching. Although some students cannot get used to or adapt to the teaching mode of WeChat, WeChat still stands out among numerous learning software and has become the choice of more and more students, which is also one of its major advantages. However, we have to admit that WeChat is only a means of teaching, and it is only one type of learning software. Teachers must make scientific use of it to constantly update and enrich teaching resources. Secondly, they can combine traditional teaching mode with online teaching through WeChat in a reasonable way, so as to teach students according to their talents and improve the teaching efficiency to the highest level. With the development of the society and the change of students' needs, the teaching effect will reach the best state in the future. We will continue to deeply study the development and breakthrough of English teaching based on WeChat platform, which will be an important task for us in the future.

#### **References :**

- 1 Li Chan, Zhan Jie. A Study on the Application of WeChat in Oral English Teaching -- A Case Study of the First Vocational Middle School of Xiangtan County(School of Education, Hunan University of Science and Technology, Xiangtan 411201, China.
- 2 Xiang Shuxi. Design and Practice of Mobile Learning based on WeChat official account-A case study of Adult education courses in Ubiquitous Learning Environment [J]. Contemporary Continuing Education, 2015 (1). P. 44-48.
- 3 Lee, L., & Markey, A. (2014). Study learners' perceptions of online cross-cultural communication through Web 2.0 technologies. *Recall*, 26 (3). P. 281-297.
- 4 Gafni, R., Achituv, D.B., Rachmani, G.J. (2017). "Learning foreign languages using mobile applications." *Journal of Information*. P. 312-313.
- 5 Huo Tingting. Mobile Learning Model Design Based on WeChat [J]. *Communications World*, 2015 (12).
- 6 Li Chan, Zhan Jie. (School of Education, Hunan University of Science and Technology, Xiangtan 411201, China. A Study on the Application of WeChat in Oral English Teaching. A Case Study of the First Vocational Middle School of Xiangtan County.

## МАЗМҰНЫ / СОДЕРЖАНИЕ / CONTENT

<b>ҚҰТТЫҚТАУЛАР / TEBRIKLER / ПОЗДРАВЛЕНИЯ / CONGRATULATIONS</b>	5
<b>ПЛЕНАРЛЫҚ БАЯНДАМАЛАР / GENEL KURUL RAPORLARI / ПЛЕНАРНЫЕ ДОКЛАДЫ / PLENARY REPORTS</b>	13
Yana A. Volkova COMPARATIVE ANALYSIS OF EMOTIONAL VALUES IN LINGUOCULTURAL RESEARCH	13
Petrova Marina Georgievna TEACHING FOREIGN LANGUAGES AND DIGITAL EDUCATIONAL ENVIRONMENT	19
Евдокия СОРОЧЯНУ ОСОБЕННОСТИ ВНУТРЕННЕЙ ОРГАНИЗАЦИИ ПРОСТРАНСТВА УСАДЬБЫ И ДОМА У ГАГАУЗОВ (ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ)	25
<b>ДӨНГЕЛЕК ҮСТЕЛ ОТЫРЫСТАРЫ / YUVARLAK MASA TOPLANTILARI / ЗАСЕДАНИЯ КРУГЛЫХ СТОЛОВ / ROUND TABLE MEETINGS</b>	33
Абдрахынова Н. Б., Мәдиева Г.Б. «АҚ» ЖӘНЕ «ҚАРА» ТҮСТЕРГЕ БАЙЛАНЫСТЫ ЖЕР-СУ АТАУЛАРЫНЫҢ ЛЕММАЛАНУЫ (ҚАЗАҚ-ТҮРІК ТОПОНИМДЕРІ БОЙЫНША)	33
Тамабаева Қ.Ө., Әбдіжапар А. ҚАЗІРГІ ҚАЗАҚ ӘДЕБИЕТІНДЕГІ ҚАЛАЛАР БЕЙНЕСІ	39
Балмагамбетова Ж.Т., Альжанова А.Ы. РОЛЬ ПЕРЕВОДА-ПОСРЕДНИКА В ПРОЦЕССЕ АДАПТАЦИИ ХУДОЖЕСТВЕННОГО ПРОИЗВЕДЕНИЯ ПРИ КОСВЕННОМ ПЕРЕВОДЕ	44
Қожаева М.Т. АУДАРМАТАНУ ТЕРМИНДЕРІНІҢ ЗЕРТТЕЛУ ЖАЙЫ	52
Құттымуратова Ы.А. ҚАРАҚАЛПАҚСТАНДАҒЫ ТОПОНИМИКАЛЫҚ АТАУЛАР	56
Мырзабек Б.М., Мамбетова М.К. ҚАЗІРГІ МӘТІН ЛИНГВИСТИКАСЫНЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ	61
Мырзабеков Ж.Е. ЖАҢА ҚАЗАҚСТАН ҚОҒАМЫНДАҒЫ ДУЛАТИТАНУ ҒЫЛЫМЫНЫҢ РУХАНИ МАҢЫЗЫ	66
Emin Oba ESKİ KIPÇAKÇADAN KAZAKÇAYA SÖZVARLIĞI: A İLE BAŞLAYAN SÖZLER	71
Уразбаев Сабит, Мадиева Г.Б. АНАЛИТИЧЕСКИЙ ОБЗОР НАУЧНЫХ ИССЛЕДОВАНИЙ КОНЦЕПТА COVID-19	79
Усенова Гулмира Абыллаевна ҚАРАҚАЛПАҚСТАН ХАЛЫҚ ШАЙЫРЫ ИБРАИМ ЮСУПОВТЫҢ ШЫҒАРМАЛАРЫНДА АНА ОБРАЗЫНЫҢ СӘҰЛЕЛЕНІҰИ	86
Самохин И.С., Егорова Л. А., Никашина Н.В. “EMPTY BOOKS” IN RUSSIAN AND AMERICAN LITERATURE	89
Ешмуродова З.Р. TEACHING FOREIGN LANGUAGES THROUGH ETHNOCULTURAL LEXEMES	94
Жүнісова Ж., Құсайынова Т., Төлегенова М. THE PROFESSIONAL JARGON AS ONE OF THE TYPES OF SOCIOLECTS	100
Каракулова Л.Ж., Жамбылқызы М.	105

COGNITIVE MODEL TO A FOREIGN LANGUAGE TEACHING BASED ON FOREIGN RESEARCH MATERIALS	
Садуакас Ш.Н., Мамбетова М.К. АҒЫЛШЫН ТІЛІН ОҚЫТУДА ИНТЕРНЕТ-ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ	110
Zhunosova Zh.N., Madiyeva G.B. LINGUO-METHODOLOGICAL HERITAGE IN THE PRACTICE OF TEACHING LANGUAGES	116
Ибраева Ж.К., Кассанова З.К. PRAGMATICS OF PROFESSIONAL DISCOURSE: LINGUISTIC ANALYSIS OF JOB ADVERTISEMENTS	124
Жамбылқызы М., Абдрасыл С.С. ACTUAL PROBLEMS OF THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE IN KAZAKHSTAN	129
Толыбаева Ж.О., Мамбетова М.К. LEVEL MONITORING IN THE PROCESS OF TEACHING ENGLISH	133
Уматова Ж.М., Муканова З.А., Мамытбекова Л.К. ГЕНДЕРНОЕ ВЗАИМОДЕЙСТВИЕ В ДЕЛОВОЙ КУЛЬТУРЕ	138
Әлиакбарова А., Өмірбек Ш. TEACHING ENGLISH TO CHINESE STUDENTS THROUGH MOBILE APPLICATION WECHAT	144
Әбішева Р.С., Какимова М.Е. ВНЕДРЕНИЕ И ИСПОЛЬЗОВАНИЕ МОДЕЛИ «ПЕРЕВЕРНУТЫЙ КЛАСС» ДЛЯ РАЗВИТИЯ НАВЫКОВ АУДИРОВАНИЯ	150
Нұрланқызы А., Мәдиева Г.Б. METHODS FOR IMPROVING THE COMMUNICATIVE COMPETENCE OF STUDENTS IN ENGLISH LESSONS	156
Әлиакбарова Ә., Байтлеуова Л. TEACHING VOCABULARY TO STUDENTS OF THE FACULTY OF MEDICINE THROUGH THE KANOOT PLATFORM	161
Бакирова Г.П. АҒЫЛШЫН ТІЛІ САБАҒЫНДА САНДЫҚ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУДЫҢ МАҢЫЗДЫЛЫҒЫ	166
Kudurbek A.M. THE USE OF LEXICAL APPROACH IN DEVELOPMENT OF STUDENTS' SPEAKING SKILLS	172
Әлімкүл А.Т., Қонарова Г.Ж. АҒЫЛШЫН ТІЛІН ОҚУДА ҚОЛДАНЫЛАТЫН БАҒДАРЛАМАЛАР	176
Boribayeva G., Kondybayeva R. TRANSCRIBING AND VISUALIZING OF MODERN KAZAKH CONVERSATION	185