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International Scientific Conference of Students and
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“FARABI ALEMI»
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Ғылыми басылымда студенттер мен жас ғалымдарға арналған халықаралық ғылыми конференция материалдары енгізілген.

Бұл жинақ ғылыми қызметкерлерге, оқытушыларға, студенттерге, магистранттар мен докторанттарға арналады.

Central to the effectiveness of interactive mobile applications is their ability to cater to individual learning preferences and aptitudes, fostering a personalized learning experience that accommodates diverse learner profiles. By offering customizable learning paths, adaptive difficulty levels, and real-time progress tracking features, these applications empower learners to take ownership of their learning journey, cultivate intrinsic motivation, and persist in their pursuit of language proficiency. Moreover, the gamified elements embedded within mobile applications, such as achievement badges, leaderboards, and rewards, incentivize learner participation, stimulate competition, and imbue the learning process with elements of enjoyment and entertainment.

Furthermore, the seamless integration of contextualized vocabulary exercises, multimedia resources, and authentic language input within interactive mobile applications enriches learners' exposure to target language usage in authentic contexts, fostering deeper understanding, retention, and application of vocabulary knowledge. Through interactive dialogues, audiovisual stimuli, and real-life simulations, learners are immersed in language-rich environments that mirror real-world communication scenarios, thereby enhancing their communicative competence and facilitating transfer of vocabulary knowledge to authentic communicative contexts.

In conclusion, the exploration of interactive mobile applications as a catalyst for vocabulary acquisition represents a paradigm shift in second language pedagogy, offering unprecedented opportunities for learners to engage with language content, develop vocabulary proficiency, and cultivate lifelong language skills. By unraveling the intricate dynamics of mobile-mediated vocabulary acquisition, this study seeks to inform pedagogical practice, inspire innovation, and pave the way for transformative approaches to second language learning in the digital age.

FORMATION OF SEMANTIC READING SKILLS IN THE CONTEXT OF EDUCATIONAL BILINGUALISM

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Every year, the PISA-based Test for Schools is conducted in Kazakhstan, which is an international program to assess student educational achievements, implemented by the Organization for Economic Cooperation and Development OECD (Organization for Economic Cooperation and Development). One of the assessment skills is the key functional literacy skill, which includes reading literacy, and the test results allow to identify the best teaching methods.

Since the 21st century, the teaching of reading and the development of skills have already shifted towards more modern methods, the study of texts has been accompanied by new and effective techniques and types of reading. Successful mastery of reading skills is one of the indicators of the overall level of cognitive development, but not many students have a high level of proficiency in reading, meta-subject skills and their understanding. In particular, reading is considered as a psychological system in which the cognitive subsystem is an important component.

Reader literacy is especially important because the phenomenon of clip thinking is actively observed in the modern generation, which creates a problem when learning literary works in the classroom. It is characterized by its speed and superficiality, as a result, students and pupils form clip thinking, and their consciousness loses the ability to perceive information holistically, due to the built mosaic consciousness. Therefore, the methodology of teaching reading literacy and semantic reading skill is changing and requires certain innovations, thus the teacher must adapt to modern realities.

It is noted that as a result of mastering the bachelor's degree program, a graduate must have the ability to clearly, logically correctly and argumentatively build oral and written speech in the relevant professional field, including in a foreign language. In order to optimally achieve the learning goals and control the formation of the semantic reading skill in a foreign language, students are offered to use microtext as an incentive as a super-phrasal unity.

As part of the preparatory stages for reading, semantic reading methods can help to form professional knowledge. Therefore, the main task of the teacher and the goal on which more attention should be paid is to teach students the correct perception of the text, to improve the quality of their reading, in which an understanding of the informational, semantic and ideological sides of the work is achieved.

In the context of increasing globalization and multiculturalism, many educational systems around the world are introducing bilingual or multilingual education. Understanding how students develop semantic reading skills in these settings is crucial for educators. Language skills are fundamental to the development of literacy. Bilingualism can have both positive and negative effects on language and literacy development. Understanding how semantic reading skills are formed in a bilingual environment can help teachers adapt learning to the needs of students.

The purpose of this study is to investigate and understand the process of formation of semantic reading skills in the context of educational bilingualism with an emphasis on improving the understanding and interpretation of the text.

Considering the above, the work on the text occupies a central place in the coherent speech of students and the results obtained using the method have an impact on all spheres of human activity, this is due to the fact that human existence is permeated with human communications, which are based on the problem of understanding people with each other.

EFFECTIVE USAGE OF NEWSPAPERS AND MAGAZINES TO ENHANCE STUDENTS' VOCABULARY SKILLS

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The value of conventional print media, such as newspapers and magazines, is sometimes undervalued in today's increasingly digital environment. But according to researches, using these sources can greatly improve pupils' vocabulary. Students are exposed to a broad range of texts, subjects, and writing styles when newspapers and magazines are used in the classroom, which aids in the development of critical literacy skills. Additionally, newspapers and magazines expose students to a variety of writing styles, genres, and formats by providing real-world examples of language usage and context. Students benefit from this exposure by growing more literate and gaining a deeper comprehension of language.

Moreover, current events are frequently covered in newspapers and publications, which aids in keeping pupils aware about the world at large. As students interact with the various viewpoints and opinions expressed in newspaper articles and feature pieces, these sources offer chances for critical thinking and analysis. These pupils have less opportunity in the secondary grades to learn from a variety of disciplinary books and to enhance their reading comprehension.

This thesis offers research-based strategies to help students overcome obstacles by giving them clear training on word reading and academic vocabulary, which will enhance their language and literacy abilities.