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МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

Алексеев П.В., Попов А.В., Орехова Т.И. Алтай в лексиконах XVIII-XIX века: топонимия сибирского фронта..... 5

Алексеев П.В., Попов А.В., Орехова Т.И. Алтай XVIII-XIX ғасырдық лексиконьнда: Сібірдің фронтірінің топонимиясы

Alekseev P.V., Popov A.V., Orekhova T.I. Altay in the lexicons of the 18-19 th century: topography of the siberian frontier

Жиренов С.А., Кульманова З.Б., Кенжебаева У.Е. Лингвомәдени кеңістегі “Қарыз бен парыз” концептілерінің вербалданулы..... 16

Жиренов С.А., Кульманова З.Б., Кенжебаева У.Е. Вербализация концептов “Долг и обязанность” в лингвокультурном пространстве

Zhirenov S., Kulmanova Z., Kenzhebayeva U. Verblization of the concert of “duty and obligation” in the linguistic and cultural space

ӘДЕБИЕТТАНУ
ЛИТЕРАТУРОВЕДЕНИЕ
LITERARY STUDIES

Абишева С.Д. М.Мақатаев поэзиясындағы өмірдің қасіреті мен үйлесімі..... 26

Абишева С.Д. Трагизм и гармония бытия в поэзии М.Мақатаева.

Abisheva S. Tragedy and harmony of being in M.Makatayev’s poetry

Ананьева С.В. Устремленные к новым просторам и преодолевающие границы: П.Васильев, Н.Титов..... 35

Ананьева С.В. Жаңа кеңістіктерге және шекараларды асу: П.Васильев, Н.Титов

Ananyeva S. Towards new spaces and overcoming borders: P.Vasiliev, N.Titov

Джумагалиева У.З. Романы-эссе В.Михайлова о русских поэтах..... 40

Джумагалиева У.З. В.Михайловтың орыс ақын-дары туралы роман-эсселері

Dzhumagalieva U. V.Mikhailov’s novels-essays about russian poets

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университета имени Абая

Пашков А.В. Пушкинская тема в романе Мухтара Ауэзова «Путь Абая»..... 44

Пашков А.В. Мұхтар Әуезовтің «Абай жолы» романындағы Пушкин тақырыптары

Pashkov A. Pushkin theme in Mukhtar Auevov's novel «Abay's path»

Смайлова Ж.А. О рецептивной интермедальности в повести А.С. Пушкина «Пиковая дама» 47

Смайлова Ж.А. А.С. Пушкиннің «Пиковая дама» повестіндегі рецептивті интермедиялдық туралы

Smailova Zh. Receptive intermediality in "The queen of spades" by A.S. Pushkin

Темиртон Г.Т., Ержанова Ф.М. Семантическая роль музыкальной культуры в казахском менталитете (на материале казахского фольклора)..... 58

Темиртон Г.Т., Ержанова Ф.М. Қазақ менталитетіндегі музыкалық мәдениеттің семантикалық рөлі (қазақ фольклоры негізінде)

Temirton G., Yerzhanova F. The semantic role of music culture in the kazakh mentality (on the basis of the kazakh folkore)

ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ PROBLEMS OF PEDAGOGY AND METHODOLOGY

Асылбекова М.С. Использование сервиса Nearpod на уроках литературы в школе..... 71

Асылбекова М.С. Мектептегі әдебиет сабақтарында Nearpod қызметін пайдалану

Assylbekova M. Using the Nearpod service in literature lessons at school

Ермекбаева Г.С. Организация групповой работы студентов-иностранцев на занятиях по русскому языку в медицинском ВУЗе..... 78

Ермекбаева Г.С. Медицина университетіндегі шетелдік студенттердің орыс тілі сабақтарында топтық жұмысын ұйымдастыру

Yermekbayeva G. Organization of group work of foreign students in Russian language classes at medical university

Ибраева Ж.Б., Каримова Б.Т. Создание вторичных текстов на уроках гуманитарного цикла..... 85

Ибраева Ж.Б., Каримова Б.Т. Гуманитарлық пәндер сабақтарында қосалқы мәтіндер құру

Ibrayeva Zh., Karimova B. Creation of secondary texts in the lessons of the humanitarian cycle

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Knol M., Shalbayeva D., Tynbayeva G. The methodology of preventing interference in teaching English in the context of trilingual education in schools of Kazakhstan..... 95

Кноль М.В., Шалбаева Д.Х., Тынбаева Г.С. Қазақстан мектептерінде үш тілді беру жағдайында ағылшын тілін оқыту кезінде тіларалық интерференцияның алдын алу әдістемесі

Кноль М.В., Шалбаева Д.Х., Тынбаева Г.С. Методика предупреждения межъязыковой интерференции при обучении английскому языку в условиях трехязычного образования в школах Казахстана

Каранова А., Beybitova A., Isainova A. The theoretical peculiarities of dialogic approach in foreign language learning and communicative competence..... 106

Қапанова А.Қ., Бейбітова А.С., Исайнова А.А. Диалогиялық тәсілдердің теориялық ерекшеліктері, оның шет тілдерін оқытудағы мәні және коммуникативтік құзіреттілік

Қапанова А.Қ., Бейбітова А.С., Исайнова А.А. Теоретические особенности диалогического подхода, его особенность в обучении иностранному языку и коммуникативной компетенции

**ЖУРНАЛИСТИКА
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JOURNALISM**

Адиширинов К.Ф. История становления и развития периодической печати города Шеки (Азербайджан)..... 113

Адиширинов К.Ф. Мезгилдің қалыптасу және даму тарихы Шеки қаласының мэрлері (Әзірбайжан)

Adishirinov K. The history of the formation and development of periodicals seals of the city of Sheki (Azerbaijan)

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THE THEORETICAL PECULIARITIES OF DIALOGIC APPROACH IN FOREIGN LANGUAGE LEARNING AND COMMUNICATIVE COMPETENCE

Abstract

The process of learning a foreign language is complex psychological procedure and requires the student's brain cortex to create a new, unidentified speaking system. The most recent speech system starts interacting with the local language's framework and living alongside it. There is the necessity of developing dialogic skills of students in language learning and integration of various activities for the formation of dialogic verbal speech. Adequately, it appears critical to identify the role of speaking in the contemporary methodology of teaching a foreign language. This article has been undertaken to examine different theories of verbal communication which is analyzed by researchers and their fundamental importance. Moreover, there were conducted questionnaire and applied some dialogic activities which give students the chance to perform communicative skills in the classroom to get more accurate results. The findings are discussed from the usage and benefits of dialogic teaching in English learning.

Keywords: communicative competence, dialogic approach, foreign language learning, discourse, verbal communication.

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ДИАЛОГИЯЛЫҚ ТӘСІЛДЕРДІҢ ТЕОРИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ, ОНЫҢ ШЕТ ТІЛДЕРІН ОҚЫТУДАҒЫ МӘНІ ЖӘНЕ КОММУНИКАТИВТІК ҚҰЗІРЕТТІЛІК

Аннотация

Шетел тілін үйрену – студенттің ми қыртысында бұрын ашылмаған жаңа сөйлеу жүйесін құруды қамтитын күрделі психологиялық процесс. Соңғы сөйлеу жүйесі ана тілінің бұрыннан бар ақпараттармен бірге өмір сүре және сөйлесе бастайды. Шетел тілін оқытудың қазіргі әдістемесінде сөйлеудің рөлін анықтау өте маңызды болып табылады. Бұл мақала зерттеушілер талдайтын әртүрлі теорияларды және олардың іргелі маңыздылығын зерттеуге арналған. Ағылшын тілін оқытуда диалогтік оқытудың қолданылуы мен артықшылықтарынан алынған нәтижелер талқыланады.

Кілт сөздер: коммуникативтік құзыреттілік, диалогтік тәсіл, шет тілін оқыту, дискурс, ауызекі сөйлеу байланысы

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ТЕОРЕТИЧЕСКИЕ ОСОБЕННОСТИ ДИАЛОГИЧНОГО ПОДХОДА, ЕГО ОСОБЕННОСТЬ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ И КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

Аннотация

Изучение иностранного языка – сложный психологический процесс, который включает в себя построение новой и ранее неоткрытой речевой системы в коре головного мозга учащегося. Новейшая речевая система начинает сосуществовать с уже существующей системой родного языка и вступать в диалог с ней. В целом, крайне важно определить роль разговорной речи в современной методике преподавания иностранного языка. Эта статья была представлена с целью рассмотрения различных теорий, которые анализируются исследователями, и фундаментальные важности в современном образовательном пространстве. Обсуждаются результаты использования и преимущества диалогического обучения при изучении английского языка.

Ключевые слова: коммуникативная компетентность, диалоговый подход, обучение иностранному языку, дискурс, речевая коммуникация

Basic provisions. Acquiring a foreign language includes developing interaction and communicative competence, or the capacity to communicate in a foreign language [1]. In both native and target languages, nearly every component of the verbal complex has already been successful in creating a network of neural connections. The speech motor apparatus needs to function very hard in foreign language study to produce such results. This is especially valid when learning a second language in its early stages.

Considering the more expansive definition of speaking, which include dialogue as a component, is the first step towards characterizing dialogic collaboration as a particular kind of speech activity. According to R.K. Minyar-Beloruicheva, speaking is one of the main categories of speech activity. It is characterized by productivity, or reproductivity, and the use of the verbal component of speech. [2].

Finding out if it predominates over other elements of teaching a non-native language is important. According to I.A. Zimnaya, writing is subordinate to speech. This point of view is reasonable considering that the primary objective of training is to become proficient in conversational skills. The author also notes that speech abilities ought to be trained to become automatic and work essentially without conscious involvement [3].

Introduction. Thinking is another speech activity that I.A. Zimnaya mentions as a topic for speaking. In the absence of some sort of reflex system, instinctive responses did not involve conscious thought, then any action, no matter how minor, would require time for preliminary consideration.

Speaking can be classified into two types of speech activities: monologue and dialogic speech. The first is more prepared and easily adapted to planning, whereas the second is more unexpected and require continuous correction [4].

"Dialogic speech is a kind of oral communication systems that consists of a series of utterances produced regularly by two or more interlocutors in a direct act of communication. It is characterized by the commonality of the situation and the speech aspirations of the speakers" [5].

Although there are benefits to traditional learning, Robin Alexander argues that teachers shouldn't confine their educational experiences to the classroom if they want to support students in

strengthening their critical thinking abilities and expanding their comprehension of the world and its inhabitants [6]. Drill and repeat, which involves drilling factual information; recitation, which involves questioning relevant knowledge previously learned; instruction or exposition, which involves explaining concepts, procedures, and facts; conversation, which involves exchanging opinions; and dialogue, which entails reaching an understanding through questioning, are some of the different types of tutor talk that Alexander Robin identified during classroom instruction. The last two strategies-dialogue and conversation-have the most capability to improve academic performance, even if the first four are traditional techniques that set the stage for learning. However, R.Alexander noted that compared to traditional teaching, classroom discourses and discussions are much less common.

Materials and methods. It is crucial that educators use non-traditional teaching methods in the classroom in order to provide every student with a more engaged learning experience [7]. Shor and Freire indicates that monologue teaching positions the tutor as an authority who wants to communicate fixed knowledge to the learners, whereas in a dialogic class, the process of building and restoring knowledge is made available among all members of the class. Furthermore, knowledge is never complete because new questions about the nature of reality constantly emerge [8]. In other statements, dialogue enables individuals to build and rebuild understanding as their environment changes. In a dialogic classroom, students actively participate in the learning process. As a result of their greater involvement, teachers get to know their students better and are better able deliver guidance that meets their needs and preferences [6]. Boyd and Markarian highlighted that, rather than emphasizing written knowledge structures, In addition to the tasks and assessments already described, the dialogic teacher emphasized the importance of verbal interpretations of knowledge, such as classroom discussions and oral assessment methods. Eventually, the effectiveness of a dialogic classroom ultimately depends on the teacher's teaching mindset [9].

Ordinarily, the school environment followed an initiation-response-evaluation structure, with the tutor activating the majority of conversations [10]. Lecturers' comprehension of classroom discussion, on the other hand, is significantly greater than it's ever been [11].

Bakhtin contends that because human capacity is interactional and cooperative by surroundings, practices needing interaction among students will internalize awareness and enhanced dialogue will have a positive influence on learners, particularly those who refuse to engage in conversation [12].

This was acknowledged in an initial conceptual encompassing 122 analyses by Johnson, Maruyama, Johnson, Nelson, and Skol, where the results indicated that collaboration and cooperation contributed in a more successful outlook than individual contribution and peer competition. As a result, the significance of communication and engagement has always been recognized, but only recently has it been identified as a primary consideration in the classroom. Many scholars have investigated what outcomes in children learning, which influences classroom instructional methods, as a result of the involvement in what aids in students' education [13].

It also emphasizes how important it is to participate in talks, keynotes, exhibitions, and discussions in addition to thinking about and evaluating the ideas and opinions of others. The non-statutory relevant data, which emphasizes the value of giving children the chance to work together in groups of all sizes, including small communities, larger groups, pairs, and the full class, brought this point home quite a bit. Everyone agrees that in their first year, students should start conversing and sharing [14].

The Ofsted study "Moving English Forward" found that time was devoted in one primary school to promote sufficient, constructive discussion with the youth during class. In particular, the Nursery class was found to have prolonged conversations, which is essential for helping the kids develop their language skills [15].

R.P. Milrud distinguishes dialogue as a mode of interaction between two or more people that involves the exchange of brief statements [16].

For instance, R.P. Mulrud suggests dividing speaking into three phases: pre-speaking, while-speaking, and post-speaking. It is necessary to finish all three stages in order to learn speaking well. Pre-speaking gives you the opportunity to introduce students to the topic of discussion while focusing on a conversational problem and some potential solutions. Speaking involves two stages: the process of finishing a communication job. Finally, the final section-post-speaking-allows students to reevaluate how they approach a conversation in everyday life [16].

It will be simpler for students to comprehend the second foreign language once they have begun learning the first. According to E.Yu. Protasov, learning a first foreign language opens up opportunities for learning all other languages because it requires fewer technological resources to acquire. Choosing the right approaches for each child is essential [17].

In terms of psychology, teaching a learner a foreign language entails developing in their frontal cortex a new, undiscovered speech system. This task is really intricate. The goal of the new speech model is to work with the local language's existing system in harmony.

Different methodologies of attempting to shape dialogic discourse have a noteworthy affect on planning understudies to be able to conduct a free interaction on the themes examined within the program material. There are a few components to require into consideration, when selecting a change to utilize with a lesson or creating our claim.

The development of communicative competence, or being able to communicate in a foreign language, is a requirement for learning a foreign language [18]. Every element of speech complexity in a human's recognized native language has already developed into its own neural network program. When learning a foreign language, maintaining the intense functioning of the speech motor apparatus is essential to achieving such outcomes. This is particularly important while learning a new language in its early stages.

The child can acquire a foreign language in multilingual settings thanks to the second characteristic. It is imperative to refrain from combining these language contexts [19]. For instance, the youngster speaks Russian within the home, English in preschool, and exclusively French when visiting the grandmother. The youngster will only learn three languages at the same time in this scenario.

Simultaneously, it is believed to have been established that the primary capacity that specifies the construction of a foreign language speech activity in a 6-7 year old student starting to learn a foreign language is the ability to detect and fully interpret foreign speech by ear [20]. Therefore, it's imperative to make sure you don't miss the best opportunity to continue studying a foreign language.

According to I.V. Dubrovina's accurate speculation, a child has an individual personality because they uniquely integrate and absorb all thinking patterns and psychological traits in their own unique ways. At this age, they gradually transition from playing to studying as their major activity. However, children still find the game to be very crucial. Children can have fun until they turn ten or twelve.

Support for instructional materials on gaming activities is therefore still relevant. This makes it easier to involve the learner in the process, gives them the inner power to communicate in the language of choice, and enhances the learning experience. The game enhances rather than confirms learning efforts when it comes to teaching foreign languages. As the game goes on, children get better at paying attention, memorizing random facts, and controlling their emotions.

This is because each game has to set criteria that the child must obey; to achieve this, they must pay attention, commit the information to memory, and surrender their will to the game's demands.

The reason learning a foreign language is so difficult is that throughout class, pupils automatically translate everything into their own language. First of all, this means that rather than using the language being studied, awareness of certain linguistic units is achieved through translation into the native language. Second, the learner sacrifices natural language structures in an effort to create a spoken statement. The speech mechanism of the native language takes over when the mechanism of the language under study is not yet completely developed.

Results and discussion. According to the questionnaire Dialogic speech has distinct features in terms of language material selection, configuration, and functional direction. Thereby, it is distinguished through the use of opening words, interjections, colloquialisms, evaluative expressions reflecting the speaker's response to the information obtained, attempting to deny or verifying the consideration conveyed, expressing doubt, surprise, desire, and so on.

Moreover, when questioned if it was difficult to learn English, all of the learners said “No”. Moreover, third-quarter academics improved noticeably, approaching experimental group. The line graph below compares the results of both groups on the experiment.

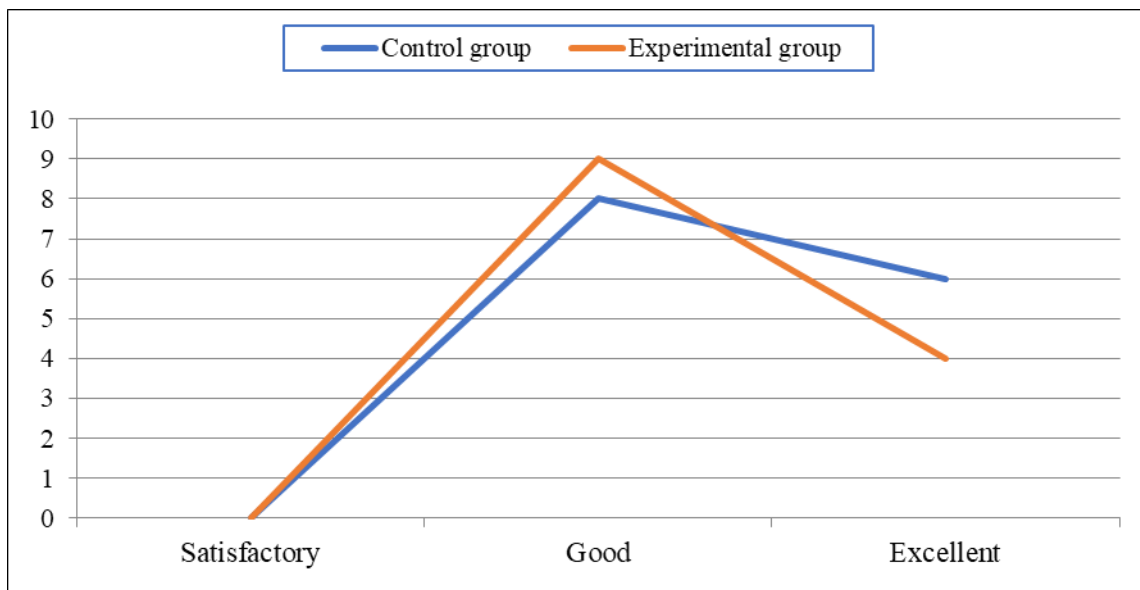


Figure 1 Results of the experiment

The speech nature of the exercises, the motivation of the statement, the communicative value of phrases, and the speech nature of the lesson as a whole all contribute to the speech nature of a FL lesson. We assume that the verbal guidance in a second language class aims to develop the learner's cognitive curiosity, increase the desire to study, and enhance the learner's tendency to use a FL practically, all of which will help the student succeed in mastering the language. Participants in interaction use a FL to overcome significant and fictitious issues related to collaborative initiatives.

Linguists explain exactly how, in latest generations, communicative and intensive methods have fought against old-fashioned approaches to teaching languages. Training utterance in the creation and independence of a FL will be ascertained by the comprehensiveness of its implementation activities. The distinctive feature of the interaction learning style is that it has been connected with a certain kind of activity time; as a consequence, people begin to experience its widely spread need when attempting to teach reading, listening, interpretation, and so on. Only in a few of the widely known methods to everyone that attempts to cover the entire teaching of a FL, in particular, the method of communication, we recognize the actual features of this type of educational activity.

The language collaboration is heavy reliant on the teacher's style of communication, which is subsequently incorporated into the component of language orientation in the lesson and can be followed back to the effective nature of interaction. Sequentially, the methodology of effective communication provides the foundation of guidance, since comprehension of only one target language, its phonetic attributes, lexical components, and grammar rules is grossly inadequate for competent and precise communication through speech. Moreover, the language orientation of an FL class realizes the possibility of stimulating pupils, attempting to make them the principal characters in the learning system, as well as improvement in processes including one learner with other participants.

The advantage of language – centered FL lessons, in accordance with our explanation, is how it subsequently leads to personal language study, ensuring divergence and personalization of the educational process. Consequently, the use of language courses empowers for a diverse selection of work in the classroom – cooperative, pair, and individual – which unquestionably promotes the involvement of students' sovereignty, stimulation, and originality. The significance of making sure that speech reasoning tasks are more challenging in a way that encourages students to describe their opinions about how reality manifests itself and to learn new abilities.

Participants showed verbal freedom, facilitate one another, completely right the interlocutor's assertions, and act as mentors when continuing to work with each other. As a direct consequence, they are more easygoing in class, and their language is more supreme and affluent. Further to that,

every learner is provided the chance to exercise multiple communication strategies and evaluate their acceptability and achievement.

The French linguist conducted an extensive study of the work of language development and concluded that learning theory should be constructed with the lingual, sociocultural, intellectual, and individual characteristics of learners in mind.

Dialogic teaching is a didactical strategy that encourages teachers and students to collaborate and construct on each other's concepts in order to keep improving educational objectives.

Moreover, dialogic teaching can help boost teacher – student interaction by fostering immersive conversations, which provide students with more possibilities to establish cognitive skills within their zone of proximal development. Lastly, dialogic teaching allows teachers to use creative activities to encourage students to produce creative discourse.

The key point here is that dialogue entails acknowledging and responding to other people's point of view, attempting to comprehend them, being sensitive to cultural differences among them and one's own interpretations and employing these discrepancies as a resource to create fresh perspectives and accomplish richer conceptions of suggestions and other people

To engage in dialogue is not to attempt to enforce one's own opinion or to receive the standpoint of a more definitive other without question, but instead to participate in a shared search for comprehension and definition; it is to commence a relationship built on mutual respect.

Dialogic learning is the product of discussions sparked by fair debate with the goal of creating and utilizing new knowledge-the result of unanimity. Dialogic learning is essentially reliant on social interaction. It also requires more efficient, responsive, and vital community involvement, as well as the optimization of communication abilities in all settings, including the home, community and workplace.

Dialogic learning depends far more on the interactions that people have with one another and with the teachers outside of the classroom. Dialogic learning is advantageous in a variety of settings where students engage, learn, and develop their communicative competence in addition to traditional classroom settings. In actuality, dialogic learning occurs in the relationships between informational officials in the teachers and pupils as well as in the positive teaching-learning relationship.

Dialogic learning is much more dependent on the interrelationship of the engagement in which each individual has outside of the educational context or with the teachers. Dialogic learning is beneficial not only in learning environments, but also in the numerous places where students interact, gain knowledge, and grow with others. In real sense, dialogic learning takes place not only in the constructive teaching – learning relationship, but also in the relationships between informational officials in the teachers and the students.

In power relationships, dialogic learning does not happen. It occurs in dialogic connections in which individuals engage their awareness from their knowledge and qualifications on an egalitarian basis, with the objective of identifying, based on common arrangements, cooperatively attempting to create learning through establishment interactions that would not have been conceivable in solitude. As a consequence of the very interactive learning application's characteristics, the outcome is learning with a profound instrumental component and deeply embedded in meaning.

Conclusion. Pedagogical approaches that appeal to students of varying ages and skill levels incorporate dialogic learning. Immersion groups, which are made up of small, diverse student groups that are ignited by volunteers, are one method that dialogic learning is used in classroom settings. Based on the idea that everyone is capable of solving the problem, students in these groups support one another in collaboratively resolving tasks.

There are no differences in the degree of knowledge among those involved in that topic. This intersubjective discussion improves learning outcomes because all students learn and because of the increased elaboration. Compared to traditional modalities of instruction, egalitarian and reflexive discourse enables deeper capacity development. A student contributes to intricate cognitive processes, methods, and abilities that enable awareness when they assist each other in completing an activity. They also validate and integrate what they have learned.

Classrooms are set up in interactive groups so that students can help members of the group to learn, and each learner gets a personalized, targeted follow-up. In the classroom, interactive groups promote instrumental studying in all participants. Dialogic learning has the potential to introduce the current learning requirements created by the information revolution.

Dialogic learning is a conversational and interactionist alternative to achieving egalitarian education through egalitarian dialogue between all educational investigators, transformation of context and learning, recognition of cultural intelligence, and the creation of meaning through interaction,

by prioritizing the instrumental dimension of learning alongside cooperation, from the equality of distinctions; achievement is thus possible of any cultural or linguistic differences.

Dialogic learning emphasizes the instrumental dimension of learning alongside cooperation, from the equality of distinctions; achievement of any cultural or linguistic differences is thus possible. Dialogic learning is a conversational and interactionist alternative to achieving integrated education through welcoming dialogue between all educational investigators, transformation of context and learning, recognition of cultural intelligence, and the creation of meaning through interaction.

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