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Казахский национальный педагогический университет имени Абая
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ХАБАРШЫ ВЕСТНИК

«Филология ғылымдары» сериясы
Серия «Филологические науки»
Series «Philological sciences»
№ 2 (88), 2024

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Алматы, 2024

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Қазақ ұлттық педагогикалық
университеті

ХАБАРШЫ
«Филология ғылымдары» сериясы
№2 (88), 2024 ж.

Шығару жиілігі – жылына 4 нөмір.
2000 ж. бастап шығады.

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Қазақстан Республикасының Мәдениет және ақпарат министрлігінде
2009 жылы мамырдың 8-де тіркелген
№10109-Ж

Басуға 25.06.2024 қол қойылды.
Пішімі 60x84 1/8. Көлемі 16,25 е.б.т.

Тапсырыс 316.
050010, Алматы қаласы,
Достық даңғылы, 13.
Абай атындағы ҚазҰПУ

Абай атындағы Қазақ ұлттық педагогикалық университетінің
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Казахский национальный педагогический университет имени Абая

ВЕСТНИК
Серия «Филологические науки»
№2 (88), 2024 г.

Периодичность – 4 номера в год.
Выходит с 2000 года.

Главный редактор
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Зам. гл. редактора
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Зарегистрировано
в Министерстве культуры и информации РК
8 мая 2009 г. №10109-Ж

Подписано в печать 25.06.2024.
Формат 60x84 1/8. Объем 16,25 уч-изд.л.
Заказ 316.

050010, г. Алматы,
пр. Достык, 13. КазНПУ им. Абая

Издательство «Ұлағат»
Казахского национального педагогического
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y of Culture and Information of the Republic of
Kazakhstan

8 May 2009 No10109-Zh/Ж
Signed in print 25.05.2024

Format 60x84 1/8. Volume 16,25
teaching and publishing lists.
Order 316.

050010, Almaty, Dostyk avenue 13,
Abai KazNPU

Publishing House "Ulagat" of the Abai Kazakh
National Pedagogical University

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10. *Matveeva T.V. Complete dictionary of linguistic terms. Rostov-on-Don, 2010. – Pp. 62-63.*

MRSTY 14.07.09

10.51889/2959-5657.2024.88.2.012

Knol M.V.^{1}, Shalbayeva D.Kh.¹, Tynbayeva G.S.¹*

*Karaganda University of the name of academician E.A. Buketov,
Karaganda Kazakhstan
e-mail: marina_vagner@mail.ru*

**THE METHODOLOGY OF PREVENTING INTERLANGUAGE INTERFERENCE
IN TEACHING ENGLISH IN THE CONTEXT OF TRILINGUAL
EDUCATION IN SCHOOLS OF KAZAKHSTAN**

Abstract

In this article, we consider the problems of preventing interlanguage interference in English language teaching in the context of trilingual education in schools in Kazakhstan. The theoretical foundations of interlanguage interference in the context of trilingual education are that:

- languages interact in a trilingual education environment;
- the objective reason for the interlanguage lexical interference and the basis for its typologization is the nature of the semantic relations between the units of the two languages, their similarity;

– interference appears in accordance with the stages of word search in different types of speech activity, when updating the semantic field, choosing a lexico-semantic group, defining a word in a synonymous group, articulation;

– interlanguage lexical interference affects the act of communication.

The results of the experimental work confirm the effectiveness of the methodology for preventing interlanguage interference in teaching English in the context of trilingual education in schools in Kazakhstan. Based on the results of our experiment, a classification of typical errors associated with a violation of the compatibility of English words under the influence of interlanguage interference has been compiled, and the causes of these errors have been determined. The results of the study confirmed that the study of word compatibility in terms of interlanguage interference is important and relevant for the methodology of teaching foreign languages.

Keywords: methodology, warnings, interlanguage interference, trilingual education, lexical interference, linguistic and communicative space, English.

М.В. Кноль^{1}, Д.Х. Шалбаева¹, Г.С. Тынбаева¹*

*¹Е.А. Букетов атындағы Қарағанды университеті,
Қарағанды, Қазақстан
e-mail: marina_vagner@mail.ru*

ҚАЗАҚСТАН МЕКТЕПТЕРІНДЕ ҮШ ТІЛДІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА АҒЫЛШЫН ТІЛІН ОҚЫТУ КЕЗІНДЕ ТІЛАРАЛЫҚ ИНТЕРФЕРЕНЦИЯНЫҢ АЛДЫН АЛУ ӘДІСТЕМЕСІ

Аңдатпа

Бұл мақалада біз Қазақстан мектептерінде үш тілді білім беру жағдайында ағылшын тілін оқыту кезіндегі тіларалық интерференцияның алдын алу мәселелерін қарастырамыз. Үш тілді білім беру жағдайындағы тіларалық интерференцияның теориялық негіздері мынада:

– тілдер Үш тілді білім беру жағдайында өзара әрекеттеседі;

– тіларалық лексикалық интерференцияның объективті себебі және оны типологиялаудың негізі екі тілдің бірліктері арасындағы семантикалық қатынастардың сипаты, олардың ұқсастығы болып табылады;

– интерференция сөйлеу әрекетінің әртүрлі түрлерінде сөзді іздеу кезеңдеріне сәйкес, семантикалық өрісті өзектендіру, лексикалық – семантикалық топты таңдау, синонимдік топтағы сөзді анықтау, артикуляция кезінде пайда болады;

– тіларалық лексикалық кедергі қарым-қатынас актісіне әсер етеді.

Тәжірибелік-эксперименттік жұмыстың нәтижелері Қазақстан мектептерінде үш тілді білім беру жағдайында ағылшын тілін оқыту кезінде тіларалық интерференцияның алдын алу әдістемесінің тиімділігін растайды. Біздің эксперименттің нәтижелері бойынша тіларалық интерференцияның әсерінен ағылшын сөздерінің үйлесімділігінің бұзылуымен байланысты типтік қателіктердің жіктелуі жасалды, осы қателіктердің себептері анықталды. Зерттеу нәтижелері тіларалық интерференция тұрғысынан сөздердің үйлесімділігін зерттеу шет тілдерін оқыту әдістемесі үшін маңызды және өзекті екенін растады.

Түйін сөздер. әдістеме, ескертулер, тіларалық интерференция, Үш тілді білім беру, лексикалық интерференция, лингвокоммуникациялық кеңістік, ағылшын тілі.

Кноль М.В.^{1*}, Шалбаева Д.Х.¹, Тынбаева Г.С.¹

Карагандинский университет имени академика Е.А. Букетова,
Караганда, Казахстан,
e-mail: marina_vagner@mail.ru

МЕТОДИКА ПРЕДУПРЕЖДЕНИЯ МЕЖЪЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В УСЛОВИЯХ ТРЕХЪЯЗЫЧНОГО ОБРАЗОВАНИЯ В ШКОЛАХ КАЗАХСТАНА

Аннотация

В этой статье мы рассматриваем проблемы предупреждения межъязыковой интерференции при обучении английскому языку в условиях трехъязычного образования в школах Казахстана. Теоретические основы межъязыковой интерференции в условиях трехъязычного образования заключаются в том, что:

- языки взаимодействуют в условиях трёхъязычного образования;
- объективной причиной межъязыковой лексической интерференции и основой ее типологизации является характер семантических отношений между единицами двух языков, их сходство;
- интерференция появляется в соответствии с этапами поиска слова в разных видах речевой деятельности, при актуализации семантического поля, выборе лексико – семантической группы, определении слова в синонимической группе, артикуляции;
- межъязыковая лексическая интерференция влияет на акт коммуникации.

Результаты опытно-экспериментальной работы подтверждают эффективность методики предупреждения межъязыковой интерференции при обучении английскому языку в условиях трехъязычного образования в школах Казахстана. По результатам нашего эксперимента составлена классификация типичных ошибок, связанных с нарушением сочетаемости английских слов под влиянием межъязыковой интерференции, определены причины возникновения этих ошибок. Результаты исследования подтвердили, что изучение сочетаемости слов в плане межъязыковой интерференции является важным и актуальным для методики обучения иностранным языкам.

Ключевые слова: методика, предупреждения, межъязыковая интерференция, трехъязычное образование, лексическая интерференция, лингвокоммуникативное пространство, английский язык

Introduction. Learning foreign languages is a cognitive process that involves human perception, thinking and memory. However, one of the nuances that complicates the process is the negative transfer of the norms of the mother tongue system to the system of the language being learnt. In linguistics, this phenomenon is known as "interlingual interference" [1].

The educational process in Kazakhstan's schools involves trilingualism, based on the study of the state language (Kazakh), the official language (Russian) and a foreign language. The language of integration into the world economy and the world community is considered to be English. According to Article 7 of the Constitution of Kazakhstan the state language is the state language, Russian is officially used along with Kazakh [1]. Kazakh is the state language, Russian is the language of interethnic communication, and English is the language of integration into the world economy and the world community. In accordance with the Law of the Republic of Kazakhstan from July 27, 2007 № 319-III "on Education" as amended by the laws of the Republic of Kazakhstan from 26.06.2021 № 56-VII all educational organizations, regardless of ownership, must ensure that students know Kazakh as the state language, study Russian and one of the foreign languages in accordance with the State obligatory standard of the corresponding level of education

[2]. In accordance with the State obligatory standard of higher education [3] (Annex 7 to the order of the Minister of Education and Science of the Republic of Kazakhstan from October 31, 2018 № 604 disciplines of the mandatory component of the cycle of organized educational activities: develop the ability to interpersonal social and professional communication in the state, Russian and foreign languages (as amended by the order of the Minister of Education and Science of the Republic of Kazakhstan from 05.05.2020 № 182). Upon completion of the study of compulsory disciplines of the cycle of organized educational activities, the student will be able to: enter into communication in oral and written forms in Kazakh, Russian and foreign languages to solve problems of interpersonal, intercultural and industrial (professional) communication (as amended by the order of the Minister of Education and Science of the Republic of Kazakhstan from 05.05.2020 № 182).

Methodology. One of the tasks in the implementation of the educational process in schools in Kazakhstan is the prevention of interlingual interference. The conditions for the manifestation of interference are multilingualism and language contact. The place of manifestation of linguistic interference is a person who communicates in a foreign language, translates from one language to another, learns foreign languages in an attempt to compensate functions, elements, phenomena of one language system with elements, phenomena and functions from another, which can lead to accent, literalism, distortion of meaning and deviations from the original. To prevent interlingual interference, orienting the teaching to the study of three languages is of high requirements. Under interlingual interference is understood the interaction of language systems in conditions of polylingualism, formed by language contacts, individual mastering of a language that is not native. deviation from the norm and system of the second language under the influence of the native language. It arises when speech is constructed according to the norms of the native language or the first foreign language, and when nonnative links and relations are established between the linguistic facts of the second foreign language.

The topic has been studied by Russian, Kazakhstani and foreign researchers. Communicative methodological approach in teaching three target languages is considered in the works of such foreign researchers as W. Edmondson, J. House; E. Kaltenbacher, H.Klages; M.Maijala, Aronin L., Blommaert J, Bloomfield L, Bowler M. A Edwards J, Hamers J.F. and others. The communicative methodological approach in teaching the three target languages is considered in the works of W. Edmondson, J.House; E.Kaltenbacher, H.Klages; M.Maijala. Russian researchers studying interlingual interference: A.K. Abdrakhman, E.S. Zhelnova. K. Abdrakhman, E.S. Zhelnova. N.I. Konovalova, A.V. Barakta, M.V. Popova, N.M. Koroleva, N.V. Loseva and others. A.K. Abdrakhman describes interlingual interference and the impact of globalization on the Russian language. A.V. Barakta describes the reasons for the emergence and development of interlingual interference in the study of foreign languages and Russian as a foreign language. N.M. Koroleva reveals the problem of overcoming lexical interference in foreign language lessons (level of secondary general education). N.V. Loseva studies the experience of experimental research of interlingual interference in the situation of educational multilingualism. Interlingual interference in the speech of bilinguals and its experimental study is revealed in the work of Konovalova N. I. and Muradyan D.G. Zhelnova E.S. analyzes approaches to the study of interlingual interference in the work of domestic and foreign scientists. S. analyzes approaches to the study of interlingual interference in the works of domestic and foreign scientists. M.V. Popova reveals approaches to the interpretation of the concept of "interference" in domestic and foreign science. Among Kazakh researchers dealing with the issue of interlingual interference: E.M. Bekbosynova, N.M. Kalzhirova, Kobiljon Valiev, G.A. Zhumadilova, D.S. Sailaubekova. Overcoming interlingual interference in teaching English as a foreign language is studied by Kobiljon Valiev. The absence of a single interpretation of the term "interference" in linguistics is caused by the variety of situations of manifestation of language contacts, the difficulty of distinguishing between psychological and linguistic aspects in speech, insufficient experimental study. N. M. Kalzhirova, E. M. Bekbosynova

point out the methods of overcoming interference when studying a second language. G.A. Zhumadilova, D.S. Sailaubekova reveal interference as an actual problem of translation in intercultural communication.

Thus, the analysis of scientific literature on this problem shows that there is no research in methodological science, which would offer a methodology for preventing interlingual interference in teaching English in the conditions of trilingual education in schools of Kazakhstan. However, the analysis of the current situation and the results of surveys of English teachers teaching at school have shown that at this stage of learning there is a need to prevent interlingual interference, which hinders successful learning. Difficulties and problems reduce the motivation of mastering knowledge in the subject and decrease academic performance. It is necessary to pay attention to the elimination of overlapping of the foreign language on the native language of the speaker during language interaction, increasing the level of knowledge of grammar or vocabulary of the foreign language, developing the ability to apply the learned skills. The prevention of interlingual interference will be promoted by observing the principles of interference from the very beginning of foreign language teaching, for the prevention of which the students are familiarized with the sound form of the lexical unit to correlate the correct sound form of the word with the graphic form of the word and association with the correct image in the absence of false associations; the use of semanticizing context when based on a correct guess about the lexical meaning of the word, the appearance of a phrase based on the meaning of the sentence, where the meaning is false; the use of semanticizing context when based on a correct guess about the lexical meaning of the word; the use of semanticizing context when based on a correct guess about the lexical meaning of the word.

Results. The study of pedagogical and scientific-methodological literature, analysis of the results of observation of English language learning in schools of Kazakhstan allows us to conclude that the peculiarity of the educational process is teaching other subjects in English, the purpose of which is the fluency in Kazakh, English and Russian. When implementing trilingual educational process it is necessary to develop methodological recommendations in accordance with which it will be possible to prevent interlingual interference at the stage of school education. It is necessary to carry out a comprehensive study of the process of teaching English and ways to prevent interlingual interference.

The main ways to overcome interlingual interference are interlingual comparisons, interlingual exercises, translation, verbal means, visualization of the proposed material, sociocultural commentary. The strategy of English language teaching methodology is determined by the understanding of interference as interpenetration of elements of one language into another, deviation from the norm, influence of the native language system on the foreign language, influence on the native language [4, 112].

All of the above has allowed us to establish contradictions between socio-historical conditions of language contact and the need to overcome interlingual interference.

The need to resolve the contradictions determines the relevance of the work and allows us to formulate the problem of the study, which consists in the strengthening of the possession of the state language and increasing its role in society, the need to revitalize the Kazakh language and expand its scope, the preservation of the general cultural functions of the Russian language and its development, the dependence between the emotional state of the speaker (the degree of fatigue) and the extent of interference.

The identified problem determined the choice of the topic of the article: "Methodology of prevention of interlingual interference in teaching English in the conditions of trilingual education in schools of Kazakhstan".

The manifestation of interlingual interference is realized at grammatical, lexical, syntactic phonetic levels of language.

– Phonetic interference is manifested in the identification by the learner of phonemes of the studied language with phonemes of the native language, the appearance of "accent" in speech in the studied language, deviation from the norms of pronunciation of the studied language. At phonetic

interference the phoneme of the foreign language is replaced by the phoneme of the native language, phonemes are realized.

– Lexical interference includes the calcification of words.

– Grammatical interference includes morphological, syntactic and punctuation components. In grammatical interference, grammatical norms are transferred from the native language to the foreign language without taking into account formal and functional features. If the use of grammatical features differs, the communicative process can be disrupted [5; 66].

Causes of interlingual interference:

– similarities and differences of the contacting languages;

– the level of proficiency in the target language;

– peculiarities of the sphere of communication and persons entering the communication process [6; 161].

The main approach determining the prevention of interlanguage interference is the rational approach.

The principles of preventing interlanguage interference are:

– The principle of taking into account the native language;

– the principle of taking into account the peculiarities of the native language;

– the principle of reliance on the native language;

– the principle of developing linguistic sensitivity; the principle of taking into account artificial subordinate trilingualism;

Principles of teaching a non-native language at school:

1) the principle of selected approach to teaching the main types of speech activity

2) the principle of orientation of the educational process on the development of abilities to realize the communication process between representatives of different nationalities;

3) the principle of conscious mastering of languages;

4) the principle of taking into account the speech and learning experience of students [7; 66].

I.L. Bim [8, p. 40] defined the principles of preventing interlingual interference:

1. the principle of interrelation of listening, speaking, writing, reading;

2. the principle of the activity character of teaching;

3. the principle of intensification of language learning and the principle of economy in which learning is facilitated by the similarity of languages, the commonality of some knowledge;

4. the principle of using the experience of learning the native language by the student, in which the study and use of the second language is carried out more consciously, the linguistic phenomena of the native and the studied languages are compared;

5. the principle of orientation of the educational process on the student's personality, development, independence, takes into account his/her individual abilities, opportunities, interests and needs;

6. the principle of taking into account the worldviews of different cultures.

During the internship the research took place on the basis of NIS and Nurmakov School in Karaganda.

The aim of the study – theoretical substantiation and development of methods for preventing interlingual interference in the conditions of trilingual education when teaching English in schools of Kazakhstan.

Research methods:

– theoretical methods in writing the work: study and analysis of philosophical, scientific-methodical, psychological-pedagogical and special literature on the research problem; analysis of state educational standards, programs, teaching aids and methodical materials; generalization; systematization.

– empirical methods: questionnaire survey, experiment on overcoming interlingual interference, processing of experimental results.

According to the results of the study, the total number of detected interference phenomena in oral speech is 198 cases. Of these, 94 are interlingual interference, 104 are intralingual interference. The data are presented in Figure 1.

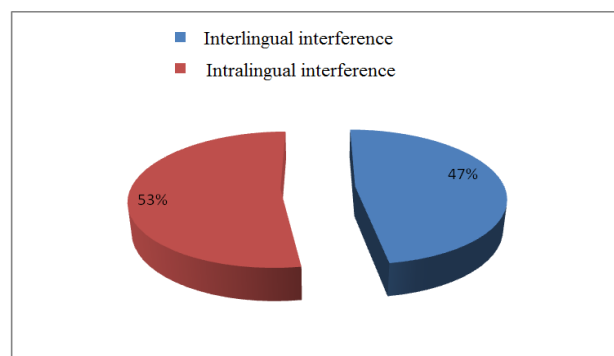


Figure 1 – Interference in oral speech

The most common phenomena are morphological interference: 75 and 34 intralingual and interlingual interferences respectively.

The total number of interference phenomena detected in essay writing is 78 cases.

53 - interlingual interference.

25 - intralingual interference.

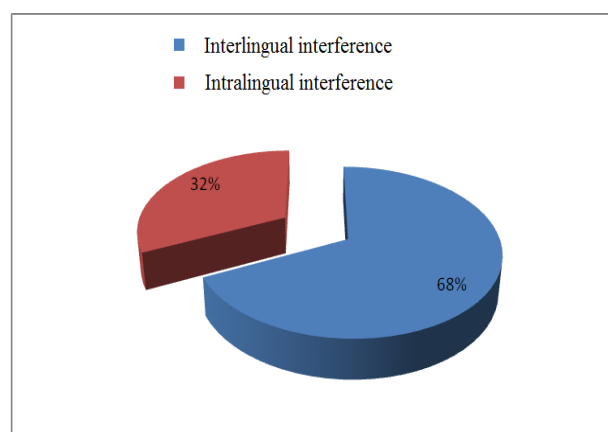


Figure 2 – Interference when writing an essay

The most common cases at the morphological level: 31 cases in total, including 13 - interlingual interference, and 18 - phenomena of intralingual and interlingual grammatical interference in terms of punctuation, they also occurred in written speech at the semantic level.

Therefore, we developed a model for preventing interlingual interference in teaching English in the conditions of trilingual education in schools of Kazakhstan.

The model of overcoming interference is a specially developed methodological system aimed at increasing the quality of the language learning process, assumes conscious study of the language, allows to prevent errors arising under the influence of interference. The effectiveness of the proposed model is based on the comparative analysis of trilinguals, the use of language units in real or close to real situations of communication. The prerequisites for creating the model are the analysis of linguistic phenomena. The model includes evaluation and result, theoretical, technological and target blocks. The aim of the model is the formation of language skills to overcome interference arising under the influence of trilingualism.

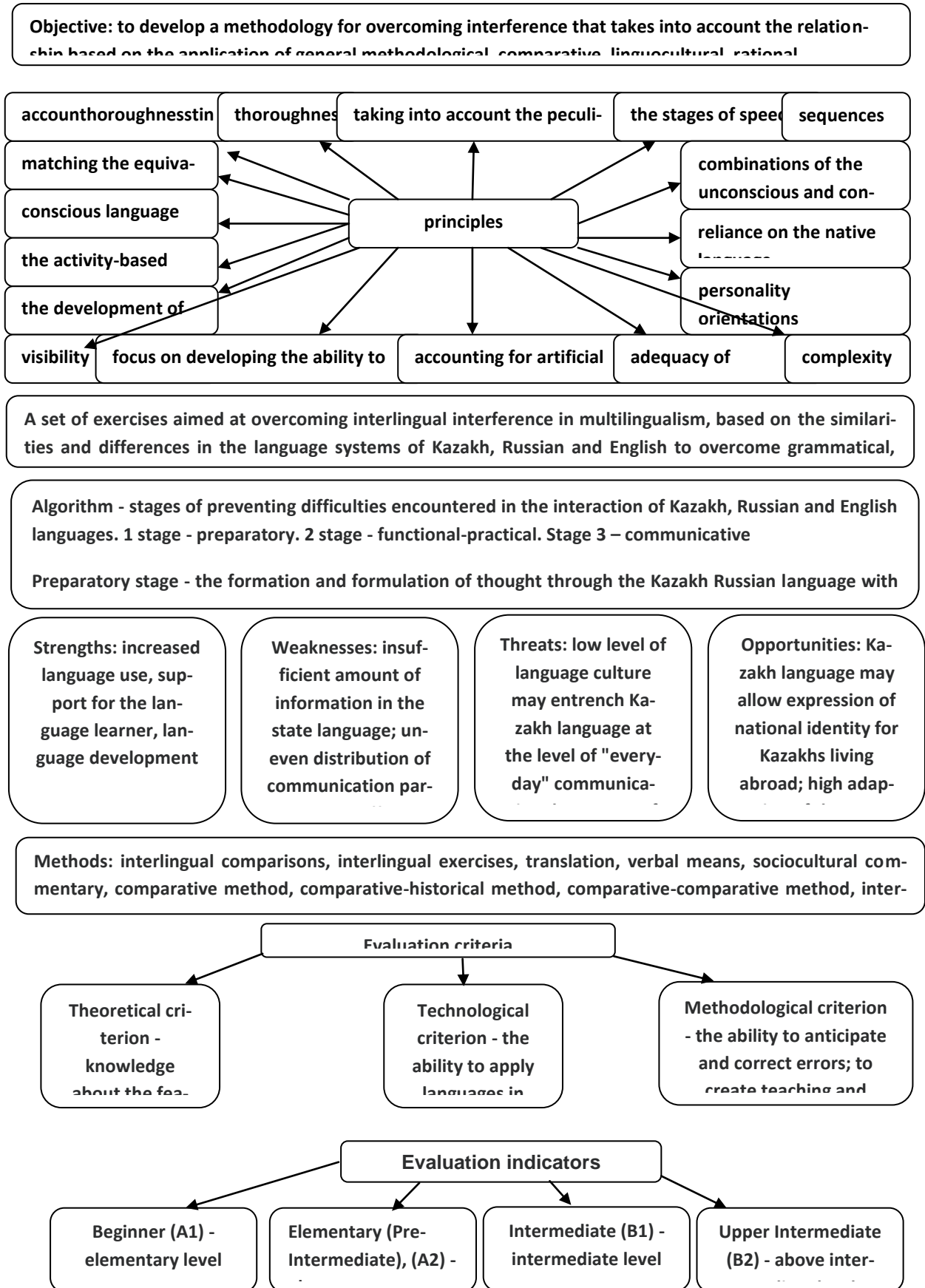


Figure 3 – Model of prevention of interlingual interference in English language teaching in conditions of trilingual education in schools of Kazakhstan

Results and Discussion

Discussion. Thus, in the model of prevention of interlingual interference in teaching English in the conditions of trilingual education in schools of Kazakhstan is defined: Interlingual interference is a linguistic phenomenon that allows contact between languages, interaction, heterogeneous phenomenon in which there are negative and positive sides, process and result in the interaction of languages in the process of communication or individual learning a language other than the mother tongue, deviations from the norms and systems of the target language under the influence of the mother tongue, changes in the language when languages come into contact, overlapping of one language with another, changes in the structure of one language under the influence of another, cross-fertilization of languages when mastering the target language, speech manifestations, utterances realized by the interaction of skills and abilities peculiar to bilinguals, errors in speech in the learned language under the influence of the mother tongue when they are mixed, erroneous application of features of the non-native language in the speech of the mother tongue, partial establishment of equality between languages and their mixing leading to errors in speech, decrease or increase of acquired skills under the influence of acquired skills, A bilingual's violation of the rules of comparison between languages in contact with each other, manifested by a deviation from the norm in which a linguistic unit would become an element of the two systems [10, 32].

Theoretical provisions for preventing interlingual interference:

– foreign language teaching in multilingualism should be aimed at the formation of a unified cognitive base when using the strategy of mastering the state and official language, creating a new strategy adequate to mastering a foreign language (English), taking into account known and new strategies of language acquisition in multilingualism when interacting between languages;

– teaching a foreign language in trilingualism takes into account the special and common features of the languages being studied, which the learner is oriented towards when carrying out the educational process;

– teaching a foreign language in multilingualism takes into account the regularities of real communication;

– foreign language is a means of social interaction and personal experience in learning [11, 27].

Factors of realization of the methodology of overcoming interference

– linguistic experience of pupils;

– taking into account the peculiarities of Kazakh and Russian languages in the process of learning a foreign (English) language;

– the nature of interaction between Kazakh, Russian and English languages [12, 51].

Strengths: development of mechanisms to increase the use of the language in business, public sector, culture, education; development of support for the studied language (training centers, translations, etc.). development of the state language (increase in the number of Kazakh-speaking citizens).

Weaknesses: insufficient amount of actual information in the state language; uneven distribution of participants of written communication: the presence of students with different levels of proficiency with a small number of information creators; low status of the Kazakh language, by means of which domestic communication is carried out and information provision in business, science and professional communications is not carried out; low level of culture; weak standardization of terms education (direct translation, borrowings).

Opportunities: Kazakh language may allow to express national identity for citizens of Kazakhstan, Kazakhs living abroad; resources of education of Kazakh language words and high adaptation of the population when using the language, wide potential for its transformation.

Threats: low level of linguistic culture of the population can fix the Kazakh language at the level of "everyday" communication with an obstacle to the creation of relevant information in the Kazakh language; low level of the status of the Kazakh language limits the potential of the Kazakh-

speaking population; the solution of language issues by transforming non-political practices into political ones can lead to a split in society.

Discussion. Prerequisites for preventing interlingual interference: interaction of languages, implementation of speech activity with the knowledge of native language and use of non-native languages, changes in the structure of language under the influence of another language, formation of language skills to overcome interlingual interference arising under the influence of trilingualism, analysis of linguistic phenomena, following the developed strategy of mastering Kazakh and Russian languages, building a new strategy adequate to the process of mastering a foreign language (English).

Methods of interlingual interference prevention: interlingual comparisons, interlingual exercises, translation, verbal means, sociocultural commentary, method of comparison, comparative-historical method, comparative-comparative method, interlingual transfer

Organizational methods of interlingual interference prevention: classroom form of teaching / extracurricular form of teaching.

A set of exercises to prevent interlingual interference: a set of exercises aimed at overcoming interlingual interference in multilingualism, based on the similarities and differences in the language systems of Kazakh, Russian and English to overcome grammatical, socio-cultural, phonetic, lexical, semantic, intonational, stylistic, syntactic orthographic difficulties.

Algorithm and conditions for preventing interlingual interference:

Algorithm - stages of prevention of difficulties arising in the interaction of Kazakh, Russian and English languages.

Stage 1 - preparatory. Stage 2 - functional and practical. Stage 3 - communicative.

Initial stage - formation and formulation of thought by means of Kazakh and Russian language with the subsequent translation of the statement into a foreign language.

Functional-practical stage - formation of thought by means of the dominant language with subsequent formulation by means of a foreign language.

Communicative stage - formation and formulation of thought by means of a foreign language.

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БІЗДІҢ АВТОРЛАР

Алексеев Павел Викторович – филология ғылымдарының докторы, орыс тілі және әдебиеті кафедрасының профессоры, Горно-Алтай мемлекеттік университеті, Горно-Алтайск қ., Ресей; ORCID 0000-0003-3680-1785, e-mail: pavel.alekseev.gasu@gmail.com

Попов Алексей Владимирович – филология ғылымдарының кандидаты, орыс тілі және әдебиеті кафедрасының доценті, Горно-Алтай мемлекеттік университеті, Горно-Алтайск қ., Ресей; ORCID 0000-0001-6067-1461, e-mail: popov_gagu@mail.ru

Орехова Татьяна Ивановна – филология ғылымдарының кандидаты, орыс тілі мен әдебиеті кафедрасының доценті, Горно-Алтай мемлекеттік университеті, Горно-Алтайск қ., Ресей; ORCID 0009-0001-1197-4340, e-mail: oretatiwa@mail.ru

Жиренов Саян Аманжолұлы – филология ғылымдарының кандидаты, профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан; ORCID 0000-0002-4544-1171, e-mail: family-jan@mail.ru

Құлманова Зульфия Бекболатқызы – PhD докторы, доценті, Құрманғазы атындағы Қазақ ұлттық консерваториясы, Алматы, Қазақстан; ORCID 0000-0001-8791-032X, e-mail: family-jan@mail.ru

Кенжебаева Ұлпан Ермаханбетқызы – докторант, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан; ORCID 0000-0002-8251-9572, e-mail: uli.05@mail.ru

Абишева Сауле Джунусовна – филология ғылымдарының докторы, профессор, орыс тілі мен әдебиеті кафедрасының меңгерушісі, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан; ORCID 0000-0002-4497-0805, e-mail: s.abisheva@mail.ru

Ананьева Светлана Викторовна – филология ғылымдарының кандидаты, доцент, аналитика және сыртқы әдеби байланыстар кафедрасының меңгерушісі, М.О. Әуэзов атындағы Әдебиет және өнер институты, ҚР ҒЖБМ ҒК, Алматы, Қазақстан; ORCID 0000-0001-7349-1590, e-mail: svananyeva@gmail

Джумагалиева Узима Зинешовна – педагогика ғылымдарының магистрі, орыс филологиясы кафедрасының меңгерушісі, Х.Досмұхамедов атындағы Атырау университеті, Атырау қ., Қазақстан; ORCID 0000-0003-0495-7769, e-mail: uzima8282@mail.ru

Пашков Александр Витальевич – филология ғылымдарының кандидаты, әлем әдебиеті кафедрасының меңгерушісі, А.С. Пушкин атындағы Мемлекеттік орыс тілі институты, Мәскеу қ., Ресей; e-mail: AVPashkov@pushkin

Смаилова Жадыра Арикбаевна – 2 курс докторанты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан; ORCID 0000-0003-4267-1366 e-mail: smailova_zhadyra@list.ru

Теміртон Ғалия – PhD, қауымдастырылған профессор, Қазақстан Республикасы Мемлекеттік Орталық музейі, e-mail: gt_csmrk@mail.ru

Ержанова Феруза Мерибекқызы – PhD докторы, м.а. қауымдастырылған профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті; ORCID 0000-0001-5067-0887, e-mail: ferusa@mail.ru

Асылбекова Марина Сергеевна – филология ғылымдарының кандидаты, орыс тілі мен әдебиеті мұғалімі, №165 мамандандырылған лицей, Алматы, Қазақстан; e-mail: marina.assylbekova@gmail.com

Ермекбаева Гүлзира Садубекқызы – магистр, К.Сағадиев атындағы Халықаралық бизнес университеті, Алматы, Қазақстан; e-mail: ariz_g@mail.ru

Ибраева Жанарка Бакибаевна – филология ғылымдарының кандидаты, қауымдастырылған профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан; ORCID 0000-0003-1487-5513, e-mail: igb1006@mail.ru

Каримова Бағлангүл Түсіпқызы – филология ғылымдарының кандидаты, қауымдас-тырылған профессор, «Өрлеу» БАҰО АҚ-ның Павлодар облысы бойынша педагогикалық қызметкерлердің кәсіби даму институты, Павлодар қ., Қазақстан; ORCID 0000-0002-4789-0122, e-mail: Bkarim1967@mail.ru

Кноль Марина Владимировна – «Шетел тілдерін оқытудың теориялары мен әдістемесі» кафедрасының докторанты, академик Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан; ORCID 0000-0001-6976-1463, e-mail: marina_vagner@mail.ru

Шалбаева Динара Хуттыбаевна – гуманитарлық ғылымдар магистрі, «Шетел тілдері» кафедрасының аға оқытушысы, академик Е.А.Бөкетов атындағы Қарағанды университеті, Қарағанды; ORCID 0000-0002-4917-2749, e-mail: dinara.shalbaeva@mail.ru

Тынбаева Гульнара Салимжановна – гуманитарлық ғылымдар магистрі, Қарағанды университетінің шетел тілдері кафедрасының аға оқытушысы, академик Е.А.Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан; ORCID 0000-0002-6648-228X, e-mail: gulnara.st@mail.ru

Капанова Айжан Капанқызы – шет тілдері бойынша білім беру магистрі, Астана халықаралық университеті, Астана, Қазақстан; ORCID 0000-0003-1982-5267, e-mail: aizhan.kapanova@aiu.edu.kz

Бейбітова Айдана Сымбатқызы – оқытушы, Астана халықаралық университеті, Астана, Қазақстан; ORCID 0000-0002-6356-1847, e-mail: aydana_94.18@mail.ru

Исайнова Әйгерім Әуезқызы – магистр, оқытушы, Астана халықаралық университеті, Астана қ., Қазақстан; ORCID 0009-0000-2346-4762, e-mail: aigeraisainova@mail.ru

Адширинов Камил Фикрат – филология ғылымдарының кандидаты, доцент, Әзірбайжан мемлекеттік педагогикалық университетінің Шеки филиалы, Әзербайжан Ұлттық Ғылым академиясы Шеки аймақтық ғылыми орталығының жетекші ғылыми қызметкері, Шеки қ., Әзірбайжан; e-mail: Kamil.adisirinov@mail.ru

НАШИ АВТОРЫ

Алексеев Павел Викторович – доктор филологических наук, профессор кафедры русского языка и литературы, Горно-Алтайский государственный университет, г. Горно-Алтайск, Россия; ORCID 0000-0003-3680-1785, e-mail: pavel.alekseev.gasu@gmail.com

Попов Алексей Владимирович – кандидат филологических наук, доцент кафедры русского языка и литературы, Горно-Алтайский государственный университет, г. Горно-Алтайск, Россия; ORCID 0000-0001-6067-1461, e-mail: popov_gagu@mail.ru

Орехова Татьяна Ивановна – кандидат филологических наук, доцент кафедры русского языка и литературы, Горно-Алтайский государственный университет, г. Горно-Алтайск, Россия; ORCID 0009-0001-1197-4340, e-mail: oretatiwa@mail.ru

Жиренов Саян Аманжолұлы – кандидат филологических наук, профессор, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан; ORCID 0000-0002-4544-1171, e-mail: family-jan@mail.ru

Кульманова Зульфия Бекбулатовна – доктор PhD, доцент, Казахская национальная консерватория имени Курмангазы, г. Алматы, Казахстан; ORCID 0000-0001-8791-032X, e-mail: family-jan@mail.ru

Кенжебаева Улпан Ермаханбетовна – докторант, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан; ORCID 0000-0002-8251-9572, e-mail: uli.05@mail.ru

Абишева Сауле Джунусовна – доктор филологических наук, профессор, заведующая кафедрой русского языка и литературы, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан; ORCID 0000-0002-4497-0805, e-mail: s.abisheva@mail.ru

Ананьева Светлана Викторовна – кандидат филологических наук, ассоциированный профессор, заведующая отделом аналитики и внешних литературных связей, Институт литературы и искусства имени М.О. Ауэзова, КН МНВО РК, г. Алматы, Казахстан; ORCID 0000-0001-7349-1590, e-mail: svananyeva@gmail.com

Джумагалиева Узима Зинешовна – магистр педагогических наук, Атырауский университет имени Х.Досмухамедова, заведующая кафедрой русской филологии, г. Атырау, Казахстан; ORCID 0000-0003-0495-7769, e-mail: uzima8282@mail.ru

Пашков Александр Витальевич – кандидат филологических наук, заведующий кафедрой мировой литературы, Государственный институт русского языка им. А.С. Пушкина, г. Москва, Россия; e-mail: AVPashkov@pushkin

Смайлова Жадыра Арикбаевна – докторант 2-го курса, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан; ORCID 0000-0003-4267-1366, e-mail: smailova_zhadyra@list.ru

Темиртон Галия – PhD, ассоциированный профессор, Центральный государственный музей РК, e-mail: gt_csmrk@mail.ru

Ержанова Феруза Мерибековна – PhD, и.о. ассоциированный профессор, Казахский национальный педагогический университет имени Абая; ORCID 0000-0001-5067-0887, e-mail: ferusa@mail.ru

Асылбекова Марина Сергеевна – кандидат филологических наук, учитель русского языка и литературы, специализированный лицей #165, Алматы, Казахстан; e-mail: marina.assylbekova@gmail.com

Ермекбаева Гульзира Садубековна – магистр, Университет международного бизнеса имени Кенжегали Сагадиева, г. Алматы, Казахстан; e-mail: ariz_g@mail.ru

Ибраева Жанарка Бакибаевна – кандидат филологических наук, ассоциированный профессор, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан; ORCID 0000-0003-1487-5513, e-mail: igb1006@mail.ru

Каримова Баглангуль Тусуповна – кандидат филологических наук, ассоциированный профессор, АО НЦПК Өрлеу институт профессионального развития педагогов по Павлодарской области, г. Павлодар, Казахстан; ORCID 0000-0002-4789-0122, e-mail: Bkarim1967@mail.ru

Кноль Марина Владимировна – докторант, кафедра «Теории и методики иноязычной подготовки» Карагандинский университет им. академика Букетова, Караганда, Казахстан; ORCID 0000-0001-6976-1463, e-mail: marina_vagner@mail.ru

Шалбаева Динара Хуттыбаевна – магистр гуманитарных наук, старший преподаватель кафедры иностранных языков, Карагандинский университет им. академика Букетова, Караганда; ORCID 0000-0002-4917-2749, e-mail: dinara.shalbaeva@mail.ru

Тынбаева Гульнара Салимжановна – магистр гуманитарных наук, старший преподаватель кафедры иностранных языков, Карагандинский университет им. академика Букетова, Караганда, Казахстан; ORCID 0000-0002-6648-228X, e-mail: gulnara.st@mail.ru

Қапанова Айжан Қапанқызы – магистр образования иностранных языков, Международный университет Астана, г. Астана, Казахстан; ORCID 0000-0003-1982-5267, e-mail: aizhan.kapanova@aiu.edu.kz

Бейбітова Айдана Сымбатқызы – Международный университет Астана, г. Астана, Казахстан; ORCID 0000-0002-6356-1847, e-mail: aydana_94.18@mail.ru

Исайнова Айгерим Ауезовна – Международный университет Астана, г. Астана, Казахстан; ORCID 0009-0000-2346-4762, e-mail: aigeraisainova@mail.ru

Адширинов Камиль Фикрат – кандидат филологических наук, доцент, Шекинский филиал Азербайджанского государственного педагогического университета; Ведущий научный сотрудник Шекинского регионального научного центра Национальной академии наук Азербайджана, г. Шеки, Азербайджан; e-mail: Kamil.adisirinov@mail.ru

OUR AUTHORS

Alekseev Pavel Viktorovich – Doctor of Philology, Professor of the Department of Russian Language and Literature, Gorno-Altai State University, Gorno-Altai, Russia; ORCID 0000-0003-3680-1785, e-mail: pavel.alekseev.gasu@gmail.com

Popov Alexey Vladimirovich – Candidate of Philological Sciences, Associate Professor of the Department of Russian Language and Literature, Gorno-Altai State University, Gorno-Altai, Russia; ORCID 0000-0001-6067-1461, e-mail: popov_gagu@mail.ru

Orekhova Tatyana Ivanovna – Candidate of Philological Sciences, Associate Professor of the Department of Russian Language and Literature, Gorno-Altai State University, Gorno-Altai, Russia; ORCID 0009-0001-1197-4340, e-mail: oretatiwa@mail.ru

Zhirenov Sayan Amanzholuly – candidate of philological sciences, professor, Kazakh National Pedagogical University named after Abai, Almaty, Kazakhstan; ORCID 0000-0002-4544-1171, e-mail: family-jan@mail.ru

Kulmanova Zulfiya Bekbulatovna – PhD, Associate Professor, Kurmangazy Kazakh National Conservatory, Almaty, Kazakhstan; ORCID 0000-0001-8791-032X, e-mail: family-jan@mail.ru

Kenzhebaeva Ulpan Ermakhanbetovna – doctoral student, Kazakh National Pedagogical University named after Abay. Almaty, Kazakhstan; ORCID 0000-0002-8251-9572, e-mail: uli.05@mail.ru

Abisheva Saule Dzhunusovna – Doctor of Philology, Professor, Head of the Department of Russian Language and Literature, Kazakh National Pedagogical University named after Abai, Almaty, Kazakhstan; ORCID 0000-0002-4497-0805, e-mail: s.abisheva@mail.ru

Ananyeva Svetlana Viktorovna – Candidate of Philological Sciences, Associate Professor, Head of the Department of Analytics and External Literary Relations, Institute of Literature and Art named after M.O. Auezova, Scientific Researcher of the Ministry of Education and Science of the Republic of Kazakhstan, Almaty, Kazakhstan; ORCID 0000-0001-7349-1590, e-mail: svananyeva@gmail.com

Dzhumagalieva Uzima Zineshovna – Master of Pedagogical Sciences, Atyrau University named after Kh. Dosmukhamedov, Head of the Department of Russian Philology, Atyrau, Kazakhstan; ORCID 0000-0003-0495-7769, e-mail: uzima8282@mail.ru

Pashkov Alexander Vitalievich – Candidate of Philological Sciences, Head of the Department of World Literature, State Institute of Russian Language named after A.S. Pushkin, Moscow. Russia; e-mail: AVPashkov@pushkin

Smailova Zhadyra Arikbaevna – 2nd year doctoral student, Kazakh National Pedagogical University named after Abay, Almaty, Kazakhstan; ORCID 0000-0003-4267-1366 e-mail: smailova_zhadyra@list.ru

Temirton Galia – PhD, associate professor, Central State Museum of the Republic of Kazakhstan, e-mail: gt_csmrk@mail.ru

Erzhanova Feruza Meribekovna – PhD, acting Associate Professor, Kazakh National Pedagogical University named after Abay; ORCID 0000-0001-5067-0887, e-mail: ferusa@mail.ru

Assylbekova Marina Sergeevna – candidate of philological sciences, teacher of Russian language and literature, specialized lyceum #165, Almaty, Kazakhstan; e-mail: marina.assylbekova@gmail.com

Ermekbaeva Gulzira Sadubekovna – Master, University of International Business named after Kenzhegali Sagadiev, Almaty, Kazakhstan; e-mail: ariz_g@mail.ru

Ibraeva Zhanarka Bakibaevna – candidate of philological sciences, associate professor, Kazakh National Pedagogical University named after Abay, Almaty, Kazakhstan; ORCID 0000-0003-1487-5513, e-mail: igb1006@mail.ru

Karimova Baglangul Tusupovna – Candidate of Philological Sciences, Associate Professor, JSC NTsPK Orleu Institute for Professional Development of Teachers in Pavlodar Region, Pavlodar, Kazakhstan; ORCID 0000-0002-4789-0122, e-mail: Bkarim1967@mail.ru

Knol Marina Vladimirovna – doctoral student, department of “Theories and Methods of Foreign Language Training” Karaganda University named after. Academician Buketov, Karaganda, Kazakhstan; ORCID 0000-0001-6976-1463, e-mail: marina_vagner@mail.ru

Shalbaeva Dinara Huttybaevna – Master of Arts, senior lecturer of the Department of Foreign Languages, Karaganda University named after. Academician Buketov, Karaganda; ORCID 0000-0002-4917-2749, e-mail: dinara.shalbaeva@mail.ru

Tynbaeva Gulnara Salimzhanovna – Master of Arts, senior lecturer of the Department of Foreign Languages, Karaganda University. Academician Buketov, Karaganda, Kazakhstan; ORCID 0000-0002-6648-228X, e-mail: gulnara.st@mail.ru

Kapanova Aizhan Kapankyzy – Master of Education of Foreign Languages, Astana International University, Astana, Kazakhstan; ORCID 0000-0003-1982-5267, e-mail: aizhan.kapanova@aiu.edu.kz

Beibitova Aidana Symbatkyzy – teacher, Astana International University, Astana, Kazakhstan; ORCID 0000-0002-6356-1847, e-mail: aydana_94.18@mail.ru

Isaynova Aigerim Auezovna – teacher, Master of Education Astana International University, Astana, Kazakhstan; ORCID 0009-0000-2346-4762, e-mail: aigeraisainova@mail.ru

Adshirinov Kamil Fikrat – candidate of philological sciences, associate professor, Azerbaijan State Pedagogical University, Leading researcher at the Sheki Regional Scientific Center of the National Academy of Sciences of Azerbaijan, Sheki, Azerbaijan; e-mail: Kamil.adisirinov@mail.ru