

Абай атындағы Қазақ ұлттық педагогикалық университеті

Казахский национальный педагогический университет имени Абая

Abai Kazakh National Pedagogical University

ХАБАРШЫ ВЕСТНИК

«Филология ғылымдары» сериясы

Серия «Филологические науки»

Series «Philological Sciences»

№2(92), 2025

Алматы

Абай атындағы Қазақ ұлттық педагогикалық университеті

Казахский национальный педагогический университет имени Абая

Abai Kazakh National Pedagogical University

ХАБАРШЫ ВЕСТНИК

«Филология ғылымдары» сериясы

Серия «Филологические науки»

Series «Philological Sciences»

№2(92), 2025

Алматы

Абай атындағы Қазақ ұлттық педагогикалық университеті

ХАБАРШЫ
«Филология ғылымдары» сериясы
№2(92), 2025 ж.

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

Бас редактор:
филол.г.д., проф. Абишева С.Д.

Бас редактордың орынбасары:
филол. г. д., проф. Есенова К.У.

Ғылыми редактор:
PhD, қауымд. проф. м.а. Сабирава Д.А.

Редакциялық алқа:
филол. г. к., қауымд. проф. Жиренов С.А.
филол. г. к., қауымд. проф. Сатемирова Д.А.
филол.г.д., проф., Әл-Фараби ат. ҚазҰУ
Джолдасбекова Б.У.
пед.г.д., проф., әл-Фараби ат. ҚазҰУ
Салханова Ж.Х.
филол.г.д., проф., ҚазҰҚызПУ
Кынова Ж.К.
PhD, қауымд. проф.м.а., Т.Жүргенов ат.
Қазақ ұлттық өнер академиясы
Жалалова А.М.
филол.г.д., доцент, Таулы Алтай
мемлекеттік университеті
Алексеев П.В. (Ресей)
филол. г.д., проф., Ресей халықтар
достығы университеті
Бахтикереева У.М. (Ресей)
филол.г.д., проф., Варминь-Мазур
университеті Киклевич А.К. (Польша)
PhD, проф., Джордж Вашингтон
университеті Роллберг П. (АҚШ)
PhD, проф., Орталық Ланкашир
университеті Табачникова О.М.
(Ұлыбритания)

Жауапты хатшы:
PhD, қауымд. проф. м.а. Серикова С.К.

Техникалық хатшы:
филол.г.к., қауымд. проф. Османова З.Ж.

© Абай атындағы Қазақ ұлттық педагогикалық университеті, 2025

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

Басуға 30.06.2025 қол қойылды.
Пішімі 60x84 1/8. Көлемі 19 е.б.т.
Тапсырыс 352.

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

Абай атындағы Қазақ ұлттық педагогикалық университетінің
«Ұлағат» баспасы

МАЗМҰНЫ СОДЕРЖАНИЕ CONTENT

ТІЛ БІЛІМІ ЛИНГВИСТИКА LINGUISTICS

Алиева Б.З. Переходность, вариативность и концептуальные признаки аффиксальных морфем..... 5
Алиева Б.З. Аффиксальдық морфемалардың өтпелілігі, өзгергіштігі және концептуалды ерекшеліктері
Aliyeva B.Z. Transitionality, variability and conceptual features of affixial morphemes

Saurbayev R.Zh., Yerekhanova F.T. Gender-related challenges in the modern English language..... 13
Саурбаев Р.Ж., Ереханова Ф.Т. Қазіргі ағылшын тіліндегі гендерге байланысты қиындықтар
Саурбаев Р.Ж., Ереханова Ф.Т. Гендерные проблемы в современном английском языке

Сладкевич Ж.Р., Жумагулова Б.С., Мусабекова А.А. Лексико-семантические и прагматические характеристики гастических единиц..... 21
Сладкевич Ж.Р., Жұмағұлова Б.С., Мұсабекова А.А. Гастикалық бірліктердің лексикалық-семантикалық және прагматикалық сипаттамалары
Sladkevich Zh.R., Zhumagulova B.S., Mussabekova A.A. Lexico-semantic and pragmatic characteristics of gastic units

ӘДЕБИЕТТАНУ ЛИТЕРАТУРОВЕДЕНИЕ LITERARY STUDIES

Демьянова Ю.А., Абишева В.Т. Феномен устного рассказа Ираклия Андроникова..... 34
Демьянова Ю.А., Әбішева В.Т. Ираклий Андрониковтің ауызша баяндау феномені
Demyanova Yu.A., Abisheva V.T. The phenomenon of Irakli Andronikov's oral narrative

Ибраева Ж.Б., Ломова Е.А., Касымжанова М.Е. Концепт дуальности в эстетике и поэтике европейского и русского романтизма..... 44
Ибраева Ж.Б., Ломова Е.А., Қасымжанова М.Е. Еуропалық және орыс романтизмінің эстетикасы мен поэтикасындағы дуализм тұжырымдамасы
Ibrayeva Zh.B., Lomova E.A., Kassymzhanova M.E. The concept of duality in the aesthetics and poetics of European and Russian romanticism

Сәменқызы Ұ., Баешова Б.Ш. Әдебиеттану ғылымындағы тұлға концепциясы..... 53
Саменқызы Ұ., Баешова Б.Ш. Концепция личности в литературоведении
Samenkyzy U., Bayeshova B.Sh. The concept of personality in literary criticism

Казахский национальный
педагогический университет имени Абая

ВЕСТНИК

Серия «Филологические науки»
№2(92), 2025 г.

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

Главный редактор

д.филол.н., проф. Абишева С.Д.

Зам. гл. редактора

д.филол.н., проф. Есенова К.У.

Научный редактор

PhD, и.о.ассоц.проф. Сабирова Д.А.

Редакционная коллегия:

к.филол.н., ассоц. проф. Жиренов С.А.

к.филол.н., ассоц. проф. Сатмирова Д.А.

д.филол.н., проф.,

КазНУ имени Аль-Фараби Джолдасбекова Б.У.

д.пед.н., проф., КазНУ имени Аль-Фараби

Салханова Ж.Х.

д.филол.н., проф., КазНУЖенПУ

Книнова Ж.К.

PhD, и.о.ассоц.проф. КазНАИ имени

Т.Жургенова Жалалова А.М.

д.фил.н., доцент, Горно-Алтайский

государственный университет

Алексеев П.В. (Россия)

д.филол.н., проф., РУДН

Бахтикереева У.М. (Россия)

д.филол.н., проф., Варминьско-Мазурский

университет Киклевич А.К. (Польша)

PhD, проф., Университет Джорджа

Вашингтона Роллберг П. (США)

PhD, проф., Университет Центрального

Ланкашира Табачникова О.М.

(Великобритания)

Ответственный секретарь:

PhD, и.о.ассоц.проф. Серикова С.К.

Технический секретарь:

к.филол.н., ассоц. проф. Османова З.Ж.

© Казахский национальный педагогический
университет им. Абая, 2025

Зарегистрировано

в Министерстве культуры и информации РК
8 мая 2009 г. №10109-Ж

Подписано в печать 30.06.2025.

Формат 60x84 1/8. Объем 19 уч.-изд.л.

Заказ 352.

050010, г. Алматы,

пр. Достык, 13. КазНПУ им. Абая

Издательство «Ұлағат»

Казахского национального

педагогического

университета имени Абая

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

Баймаханова К.И., Сансызбаева С.К. Современные
подходы к формированию профессиональной компетенции в
процессе обучения русскому языку..... 65

Баймаханова К.И., Сансызбаева С.К. Орыс тілін оқыту
процесіндегі кәсіби құзыреттілікті қалыптастырудың
заманауы тәсілдері

Baimakhanova K.I., Sansyzbayeva S.K. Modern approaches to
the formation of professional competence in the process of
teaching the Russian language

Бедел М., Бадалова Л.М. Развитие речевых компетенций у
детей-билингвов 5-12 лет при освоении английского и
русского языков как вторых: психолингвистический и
методический подходы..... 78

Бедел М., Бадалова Л.М. Ағылшын және орыс тілдерін
екінші: психолингвистикалық және әдістемелік тәсілдері
ретінде меңгеру кезінде 5-12 жастағы қос тілді балаларда
сөйлеу құзыреттілігін дамыту

Bedel M., Badalova L.M. Development of speech competencies
in bilingual children aged 5-12 years while learning English and
Russian as second languages: a psycholinguistic and
methodological approaches

Глушковски М., Мусатаева М.Ш., Какимова А.М.
Социокультурная идентичность как лингводидактическая
проблема..... 86

Глушковски М., Мұсатаева М.Ш., Кәкімова Ә.М.
Әлеуметтік-мәдени сәйкестілік лингводидактикалық
проблема ретінде

Glushkovski M., Mussatayeva M.Sh., Kakimova A.M. Socio-
cultural identity as a linguodidactic problem

Красильникова С.В., Апакина Л.В. Знаково-
символические методы обучения русскому языку как
инострannому в рамках семиотики..... 94

Красильникова С.В., Апакина Л.В. Семиотика шеңберінде
орыс тілін шет тілі ретінде оқытудың таңбалық-символдық
әдістері

Krasilnikova S.V., Apakina L.V. Significant-symbolic methods
of teaching Russian as a foreign language in the framework of
semiotics

Kydyrbekova A.S., Rakhmetova R.S., Nuralinova G.M.
Developing writing skills in Kazakh language teaching: insights
from action research practices..... 104

Қыдырбекова А.С., Рахметова Р.С., Нұралинова Г.М.
Қазақ тілін оқытуда жазу дағдыларын дамыту: әрекеттік
зерттеу тәжірибесінен тұжырымдар

Кыдырбекова А.С., Рахметова Р.С., Нуралинова Г.М.
Развитие навыков письма при обучении казахскому языку:
выводы из практики активного исследования

**Abai Kazakh National
Pedagogical University**

BULLETIN
Series "Philological Sciences"
No. 2(92), 2025.

Periodicity - 4 issues per year.
Published since 2000.

Editor-in-chief
Doctor of Philological Sciences, Professor
Abisheva S.

Deputy Editor-in-chief
Doctor of Philological Sciences, Professor
Essenova K.

Scientific Editor
PhD, Associate Professor **Sabirova D.**

Editorial board
Candidate of Philological Sciences,
Associate Prof. **Zhirenov S.**
Candidate of Philological Sciences,
Associate Prof. **Satemirowa D.**
Doctor of Philological Sciences, Prof.,
Al-Farabi Kazakh National University
Dzholdasbekova B.
Doctor of Pedagogical Sciences, Prof.,
Al-Farabi Kazakh National University
Salkhanova Zh.
Doctor of Philological Sciences, Prof.,
Kazakh National Women's Teacher Training
University **Kiynova Zh.**
PhD, Associate Prof., T. Zhurgenov Kazakh
National Academy of Arts **Zhalalova A.**
Doctor of Philological Sciences, Prof., RUDN
Bakhtikireeva U. (Russia)
Doctor of Philological Sciences, Associate Prof.,
Gorno-Altaysk State University
Alekseyev P. (Russia)
Doctor of Philological Sciences,
Prof., University of Warmia and Mazury
Kiklewicz A. (Poland)
PhD, Prof., George Washington
University **Rollberg P. (USA)**
PhD, Prof., University of Central Lancashire
Tabachnikova O. (The United Kingdom)

Executive Secretary
PhD, Associate professor **Serikova S.**

Technical Secretary
Candidate of Philological Sciences,
Associate professor **Osmanova Z.**

©Abai Kazakh National Pedagogical
University, 2025

Registered in the Ministry of Culture and
Information of the Republic of Kazakhstan
8 May 2009 No10109-Zh/Ж

Signed in print 30.06.2025.
Format 60x84 1/8. Volume 19
teaching and publishing lists. Order 352.

050010, Almaty, Dostyk avenue 13,
Abai KazNPU

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

Капышева Г.К., Қыдырбекова А.С., Нұралинова Г.М.
Қазақ тілінің жазу дағдыларын дамытудағы action research
әдісінің ғылыми-әдістемелік негіздері..... 116

Капышева Г.К., Қыдырбекова А.С., Нұралинова Г.М.
Научно-методические основы метода action research в
развитии навыков письма в казахском языке

Kapysheva G.K., Kydyrbekova A.S., Nuralinova G.M.
Scientific and methodological foundations of the action research
method in the development of writing skills in the Kazakh
language

Larionova I.Yu., Fedossova S.A. Organizing and conducting
distance olympiads in Korean as a second foreign language for
potential foreign language teachers..... 127

Ларионова И.Ю., Федосова С.А. Болашақ шет тілі
мұғалімдерін кәсіби даярлау процесінде екінші шет тілі
ретінде корей тілінен қашықтықтан олимпиадаларды
ұйымдастыру және өткізу әдістемесі

Ларионова И.Ю., Федосова С.А. Методика организации и
проведения дистанционных олимпиад по корейскому языку
как второму иностранному в процессе профессиональной
подготовки будущих учителей иностранного языка

Tastemir M.A., Seidalieva G.O. Improving reading strategies
for English language learners using scaffolding: a pedagogical
approach..... 138

Тастемір М.А., Сейдалиева Г.О. Скаффолдингті қолдана
отырып, ағылшын тілін үйренушілерге арналған оқу
стратегияларын жетілдіру: педагогикалық тәсіл

Тастемир М.А., Сейдалиева Г.О. Совершенствование
стратегий чтения для изучающих английский язык с
использованием скаффолдинга: педагогический подход

Біздің авторлар..... 146

Наши авторы

Our authors

14. Lufungulo E.S., Mambwe R., Kalinde B. (2021). *The Meaning and Role of Action Research in Education*. 4(2), 115-128. <https://ide.unza.zm/index.php/mjlsse/article/download/637/555>
15. Lesha J. (2014). *Action research in education*. *European Scientific Journal, ESJ*, 10(13). <https://doi.org/10.19044/ESJ.2014.V10N13P%P>
16. Hodgson Y., Benson R.L., Brack C.M. (2013). *Using Action Research to Improve Student Engagement in a Peer-Assisted Learning Programme*. *Educational Action Research*, 21(3), 359-375. <https://doi.org/10.1080/09650792.2013.813399>
17. Dauletbekova Zh., Rai K., Yusup P., Sarybaeva A. (n.d.). *Kazakh tili 11 synyp, okulyk [Kazakh language. 11th grade, textbook]*. [in Kazakh]

IRSTI 16.01.45

10.51889/2959-5657.2025.92.2.013

Larionova I.Yu.¹ , *Fedosova S.A.² 
^{1,2}Sarsen Amanzholov East Kazakhstan University
Ust-Kamenogorsk, Kazakhstan
e-mail: riviera@mail.ru
*e-mail: ana.fed@internet.ru

ORGANIZING AND CONDUCTING DISTANCE OLYMPIADS IN KOREAN AS A SECOND FOREIGN LANGUAGE FOR POTENTIAL FOREIGN LANGUAGE TEACHERS

Abstract

This article proposes a framework for organizing and implementing a remote Korean Olympiad in overseas teacher education programs. The aim of the study was to examine factors related to the Second and Foreign Language Olympiad training program and the main goals of the Korean Olympiad (e.g., motivation, interest in learning Korean, knowledge of Korean language culture, etc.) and analyse the basic requirements for distance Olympiad tasks, develop tasks for the first round (test character) and the second round, which are aimed at identifying communicative abilities and their development, i.e. to test the level of proficiency in oral foreign language speech.

Keywords: Distance Olympiad, Korean language, professional training, foreign language teachers, teaching methodology, Olympic problems, Korean culture

Ларионова И.Ю.¹ , *Федосова С.А.² 
^{1,2}Сәрсен Аманжолов атындағы Шығыс Қазақстан университеті
Өскемен, Қазақстан
e-mail: riviera@mail.ru
*e-mail: ana.fed@internet.ru

БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІН КӘСІБИ ДАЯРЛАУ ПРОЦЕСІНДЕ ЕКІНШІ ШЕТ ТІЛІ РЕТІНДЕ КОРЕЙ ТІЛІНЕН БОЙЫНША ҚАШЫҚТЫҚТАН ОЛИМПИАДАЛАРДЫ ҰЙЫМДАСТЫРУ ЖӘНЕ ӨТКІЗУ ӘДІСТЕМЕСІ

Аннотация

Бұл мақалада авторлар болашақ шет тілі мұғалімдерін кәсіби даярлау процесінде екінші шет тілі ретінде корей тілі бойынша қашықтықтан олимпиадаларды ұйымдастыру және өткізу әдістемесін ұсынады. Зерттеудің мақсаты – кәсіптік оқыту контекстінде екінші шет тілдері бойынша қашықтықтан олимпиадаларды ұйымдастыру ерекшеліктерін зерттеу, корей тілі бойынша олимпиаданың негізгі мақсаттарын анықтау (мотивацияны, корей тілін

үйренуге қызығушылықты арттыру, корей мәдениетімен таныстыру және т.б.) және қашықтықтан олимпиада тапсырмаларына қойылатын негізгі талаптарды талдау, коммуникативті қабілеттерді анықтауға және оларды дамытуға бағытталған бірінші турға (тесттік сипаттағы) және екінші турға тапсырмалар әзірлеу. ауызша шет тілін меңгеру деңгейін тексеру болып табылады.

Түйін сөздер: қашықтықтан олимпиада, корей тілі, кәсіби дайындық, шет тілі мұғалімдері, оқыту әдістемесі, олимпиада тапсырмалары, корей мәдениеті

Ларионова И.Ю.¹  , *Федосова С.А.² 

^{1,2}Восточно-Казахстанский университет имени Сарсена Аманжолова

Усть-Каменогорск, Казахстан

e-mail: riviera@mail.ru

*e-mail: ana.fed@internet.ru

МЕТОДИКА ОРГАНИЗАЦИИ И ПРОВЕДЕНИЯ ДИСТАНЦИОННЫХ ОЛИМПИАД ПО КОРЕЙСКОМУ ЯЗЫКУ КАК ВТОРОМУ ИНОСТРАННОМУ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Аннотация

В данной статье авторы представляют методику организации и проведения дистанционных олимпиад по корейскому языку как второму иностранному в процессе профессиональной подготовки будущих учителей иностранного языка. Цель исследования – изучить специфику организации дистанционных олимпиад по вторым иностранному языкам в условиях профессиональной подготовки, определить основные задачи олимпиады по корейскому языку (повышение мотивации, интереса к изучению корейского языка, приобщение к корейской культуре, и т.д.), и проанализировать основные требования к дистанционным олимпиадным заданиям, разработать задания для первого тура (тестового характера), и второго тура, которые направлены на выявление коммуникативных способностей и их развитие, то есть на проверку уровня владения устной иноязычной речью.

Ключевые слова: дистанционная олимпиада, корейский язык, профессиональная подготовка, учителя иностранного языка, методика обучения, задания для олимпиады, корейская культура

Introduction. Recent changes in foreign languages in higher education require new ways of identifying and addressing problems in future university teacher education [1, 240]. Research of technologies and approaches in teaching foreign languages, presented in the works of L.N. Golub, A.A. Derkach, G.S. Zhukova, N.I. Nikitina et al. [2; 3; 4] and the experience of pedagogical practice demonstrate that a systematic organisational and pedagogical approach to the educational process contributes to a more objective and stable assessment of the results. Conducting academic Olympiads, including in a second and foreign language (in this case, Korean), is an effective form of interaction with students, allowing them to challenge their language skills and advance in mastering the language. The present study aims to analyse the peculiarities of second language competition within the framework of vocational training, as well as to identify the key objectives of the Korean language Olympiad, including developing motivation, stimulating interest in learning Korean, and forming knowledge about Korean culture, and checking the level of foreign language knowledge during conversation.

Psychological and pedagogical studies on distance learning issues indicate that conducting Olympiads in higher education has a great accumulation of scientific and pedagogical knowledge. This theoretical foundation provides a holistic understanding of the aspects related to the

organisation of Olympiads in the system of training future teachers. Thus, DA researchers. Shtikno, L.V. Konstantinova and N.N. Gadjiev [5] studied the problems, challenges and potential risks associated with the implementation of distance learning in universities. T.V. Sidorenko [6] studied the use of open-learning technologies to improve the quality of language teaching in Kazakh universities. S.S. Chromova, T.P. Skorykova and N.V. Dneproska [7] presented the results of research in the field of distance language teaching. In the expert O.A. Zhironkina, N.A. Medvedeva and E.E. Sokolova considered the importance of digital technologies in the process of organising distance learning [8]. S.E. Rukshin conducted a comparative review of student contests and Olympiads, including online formats, to identify their strengths and weaknesses, as well as assess their impact on the structure and functioning of automated systems for remote scientific competitions [9]. However, this study aims to identify and analyse the peculiarities of foreign language learning using the Olympiad.

The method recommended by researchers is for students who have knowledge and experience in working with Internet sites. Although the strategies for conducting the Olympiad remotely are obvious, learning a second language (Korean in our case) has its own unique set of challenges and challenges. First, during listening, because the road game takes place in a quiet environment, participants may experience distractions such as speech interference, external noise, pop-up notifications, and phone calls. There is external support for Olympiad activities. Researchers note that any remote Olympiads, especially in online formats, have drawbacks. One of the main risks is the possibility of participants receiving external assistance. This is especially true in cases when there is no limit on the number of participants and registration is done in advance. No further information will be released at the beginning of the session, which also creates conditions for the use of external sources including the use of internet resources, communication technologies, social media or outside help (from advice to actions on behalf of participants) from parents, teachers, other contestants or specially recruited helpers, which ranges from simple hints to completing tasks for them.

Without the opportunity to speak directly with coaches, organizers and judges, it's difficult for participants to get immediate answers to questions about Olympic sports and activities. It is much more convenient for students to ask questions in real time, but with a remote model this is not always possible. Unlike the questions from the Olympic Games, participants can be less focused on the debate questions and can answer them over a longer period. As a result, students' motivation to achieve decreases. Remote Olympiads require strict timing, so students must plan their time, unlike traditional Olympiads where self-discipline is the key to success. It is difficult for participants to plan if the instructor does not constantly remind participants of the date and time of an activity. Another challenge is the lack of professional support in some areas. The university computing environment and its users are undercrowded, underdeveloped, lacking reliable networks, computing capabilities and information [10]. This study presents the Korean Olympiad from a longitudinal perspective, which helps to overcome the above problems to fulfill educational needs. On the one hand, this is also convenient for the participants, because the students, judges and teachers participating in the Olympiad are in their usual state (unless their ability to consider local conditions is compromised), and no one must waste time traveling. The distance doesn't matter which university students participate in the Olympiad. When participating in a foreign language competition, students should consider the intensity of the competition, the quality of the judges and the teachers. The latest programs (Skype, Zoom, etc.) allow video and audio transmission, which allow Olympiad training to take place remotely depending on the person's ability to hear, speak and articulate. From an economic perspective, remote participation in the Olympiad is advantageous because participants do not have to spend money on travel. All the information students need for the competition is available online so athletes and participants don't have to spend money on equipment and services. This is the Olympiad.

In addition, some universities offer courses for the Olympiad, as well as foreign language instruction without a teacher and in the native language during discussions. The Olympiad model

allows people to perform at their best. If Olympic conditions allow, athletes can make sure their photos are clear without disturbing other athletes. After the Olympiad, participants will have the opportunity to correct their mistakes according to the results of the competition. Most Foreign Language Olympiad online courses are flexible and can be adjusted to the needs of the user. Retreat Olympiad allows students to acquire knowledge and skills that are important in real life: a) Students use the Korean language to acquire knowledge and skills; b) Olympiad activities develop students' experiences and skills. Furthermore, the longitudinal approach allows for a better understanding of the culture used in communication device research [10]; c) Students increase their knowledge of the world in which they live, the country in which they study, and their country [11].

Technology is based on the principle of change, stability and transformation. In this way, diversity is defined as a process and goal to help students differentiate, develop their own diversity and develop creative skills. Natural harmony means acquisition by Olympian training considering specific rules, and age-appropriate knowledge and intellectual development of students. Differentiation means changing the meaning, content, and structure of Olympiad preparation activities according to the level of preparation of the student [12].

Methods and Materials. This Olympiad is conducted in a second language (in this case, Korean) as it is a tool of construction and communication, therefore, students' language and communication skills are multidisciplinary (to improve their communication skills in Korean in everyday life), universal (use the language for some interpersonal communication). Through the Korean Language Olympiad, students improve their language skills, developing their sense of humor and curiosity. They are exposed to a foreign language culture extensively, including communication culture, and acquire a variety of communication skills and knowledge that are essential for society today. Therefore, from a technical point of view, the key objectives of the Olympiad in Korean as a second language include the following:

1) Check the level of students' readiness to master Western languages; at the same time, the results of Olympiad tasks reflect the current level of their preparation and can serve as an indicator of the effectiveness of learning at this stage [13].

2) Assess students' language proficiency and development.

3) Improve students' communication skills through knowledge of Korean.

4) Increase your motivation and interest in learning Korean.

5) Develop a positive attitude towards sport through qualities such as initiative, confidence, and focus [14].

6) Introduce students to Korean culture.

Preparations for the 2nd Far Korean Language Olympiad have been underway for a long time. In preparing for the Olympiad, it is important to promptly address the interest of future Korean language teachers and engage them in the Olympiad preparation process. This will increase interest in Korean culture and language.

It is also important for students to participate in the Olympiads according to their interests, try new things and improve their Korean language skills.

Furthermore, to make the Olympiad more effective, comprehensive and comprehensive courses must be developed, which will provide students with additional and practical information. The main advantage of holding the Olympics remotely is that "the dates of the Olympics are announced, and information is disseminated before or after the Olympics. As a result, referees do not work with Olympic host universities because participants are far from the Olympic Committee. [9].

The following methods were used to solve this problem: conceptual studies, guidelines and program documents with discussed issues, interviews, analysis of student performance, modelling, learning materials.

The Korean Olympiad is organized in two stages, and certain criteria must be met during the organization of Olympiad activities.

Mainstreaming tasks are achievement tests designed to assess the level of language learning.

Initial assessment tasks may also include other topics (e.g. testing non-language skills, language proficiency, etc.). It is important that the assessment of initial performance determines the level of language ability, in this case its developmental level.

The requirements for the tasks of the first stage of the Second Language Olympiad are as follows:

- Ability to create Olympic workouts for multiple students
- Ability to follow instructions and complete tasks.
- Planning time
- According to students' learning outcomes, including language proficiency and knowledge
- Improve productivity
- Variety and complexity of objects, sensory phenomena, novelty
- Cognitive tasks and language learning should be challenging to motivate students.
- Application of Truths in Olympic Operations
- Using local dialects instead of languages
- Specific task types (e.g. problems with the type of input language)

The second type of task is to identify and use language skills, that is, to assess foreign language skills. In high school, students demonstrate Korean language proficiency with the topic.

At this point, you have a few options:

- 1) tasks assessing communicative action (describing the elements of a situation, creating situations based on metaphors, describing pictures, explaining positions on the issues at hand, etc.);
- 2) communication test task (creating a conversation between participants with a series of pictures or questions, e.g., in the conversation one participant is negative, the other optimistic).

Requirements for other activities: - Time allowed for preparation; - communication skills; - Requires nonlinear and nonlinear problems that require logical solution, analytical and analytical skills, etc. [4, 37] published the paper.

The main tasks were presented in a test booklet, and researchers checked responses for accuracy using a predefined algorithm, eliminating random effects during the experiment. The test was calculated according to the number of correct answers. Participants who successfully complete the first stage of the process advance to the second stage. They scored more points (eventually reaching 30% of participants). This situation is complicated when considering other professions. The following should be noted here.

- 1) Share student comments
- 2) communication skills.
- 3) Informational information, including language use, topic structure, and clarity.
- 4) Communicate clearly
- 5) Different types of lexical units and linguistic phenomena
- 6) Use literal language (in conversation)
- 7) Number of words (monologue), number of answers (oral presentation)
- 8) Talk
- 9) Originality and validity of the proposed idea
- 10) Talk.

In this case, the judges evaluate the participants' work in the second task and complete their work in the first task and select the winner according to the results. certificates and gift certificates.

Main requirements for Language Olympiad distance:

- 1) The deadline for completion of the project (we will agree to this condition at the beginning of the project).
- 2) Data usage restrictions
- 3) Limit communication with other stakeholders
- 4) Teams working online during the Olympiad should hire a project manager.

The Olympic Games should not be chosen lightly. Every specific objective organized for competitions at a certain level in the Olympiad must be achieved. The following main objectives should be considered while selecting activities: 1) ensure the transfer of relevant knowledge regardless of the language of instruction (whether native or foreign); 2) assess the ability to use the knowledge acquired within the course in practice, as well as formulate and solve new problems in changing conditions.

A liberal arts education has specific demands. - To develop students' ability to understand and know about the past, to give real life examples. They can use spelling and grammar correctly, understand texts in foreign languages, translate stories into other languages, analyze, discuss, compare historical events, and analyze social situations in the target language. What questions should be asked during long-term Olympic Games missions is also an important question. More challenging tasks need to be performed to prepare for Olympic fitness [15, 102]. Along with the concepts and requirements of the invention, the process conditions and the conditions necessary for production must also be changed. Collecting school supplies and other resources is important. At the beginning of the Olympiad activities related to university courses should be completed with questionnaires on previously studied topics. The Olympic Committee shall consist of a President, Vice-President, General Secretary and referees.

The Olympic Event Analysis Director's duties include the study chair, responsible for validity, outcome control, reliability assessment, and statistical extraction. Tasks of the Olympiad judges: set criteria for evaluating student work; provide information on the process and procedures for assessing student work; ensure that each student applying for awards is aware of performance and assessment against the established standards [16, 385]. Since the needs of the arbitration process vary, each judge makes his or her own judgment, but the composition of the court and the decision-making process: ensure that the final award is fair and impartial; ensure participants are fully aware of the results of their efforts and consider the specific needs of Olympians after each event. Student coaches in Olympic competition are not included in the judging. Analysts say judges' opinions matter a lot, although the Olympiad is supposed to ensure "the independence of athletes and judges, even if their results are unfair." Even if participants give the same answers, their accuracy and precision may vary. Questionnaires can also violate participant privacy.

Results and discussion. Based on the above principles, we developed and tested the remote Korean language Olympiad for 3rd and 4th year students at East Kazakhstan University. Saracen Amankolov. 52 students from the University of East Kazakhstan "Foreign Languages, Bilingualism" (6B01703) and 7 students from other faculties took part in this Olympiad. Saracen Amankolov. The number of students is 59 people.

The main goal of the Korean Olympiad is to improve students' language and communication skills. (6B01703) Students who complete certain subjects in the Foreign Language Program (as part of other courses) study Korean in Years 3 and 4 (4 and 6 hours per week, respectively). The following subjects are taught: Second Language (Level B1) (Korean), Second Language (Level B2) (Korean), Second Language Proficiency (Korean), and Third Language (Korean). Students learn other aspects of the Korean language itself or through Korean language courses.

1) Preparation for the Olympics, 2) Organization of the Olympics, 3) Summary of the Olympic results [17].

The activities of the first phase of Olympiad preparation:

1) Indicate the foreign languages for students of 3-4 years East Kazakhstan Pedagogical University (6B01703), two foreign languages for the upcoming Olympiad (also for students of other educational institutions).

2) Determine the number of students who want to participate in the Olympiad.

3) Determine the number of judges (excluding the language teachers of these students) to ensure the accuracy of the assessment results. 4) Prepare tasks for levels 1 and 2 of the Olympiad, following the General Rules of the Olympiad and foreign languages Olympiads.

5) Prepare test tasks for Stage 1 Olympiad and materials for Stage 2 Olympiad (electronic version).

6) Prepare computers and networks for the Olympiad.

7) Inform university administrators and Korean language teachers of the Olympiad's goals and plans.

Rounds 1 and 2 of the Olympiad Remote Test were conducted on the same day via a zoom conference. The launch of the Olympiad was held at a public meeting and the link was sent out to the students in advance. After a short welcome speech by the Dean of the Lyceum Humanities and the Dean of the Department of Foreign Languages, the participants were briefed on the format of the Olympiad. After the opening ceremony, the advisor (host), two Korean professors and two judges briefed the students on the duties and responsibilities of the program. Their duties include not only advisory services but also project management. The first stage is a five-task test. Depending on the test results, students may be eligible for high school. The specifications for the test are as follows: - Reading Comprehension - 10 marks. - Listening - 10 points. - Vocabulary - 10 points. - Grammar - 20 points. The test is a functional test and aims to assess the language abilities of the participants (reading and listening production, knowledge of language resources (vocabulary and grammar), knowledge of other linguistic resources, environmental resources to guide critical thinking) and language. From the perspective [18, 129]

The first task of the test is intended to assess the student's comprehension skills: - understanding of language material

Example of a task:

이 정보를 주의 깊게 읽고 다음 작업을 완료하세요.

흥미로운 한국 전통. 흥미로운 한국 전통. 매년 생일이 늘어나고 있습니다.

한국에서는 아기가 태어난 지 100일이 되면 첫 번째 생일과 첫 명절인 바이킬을 기념합니다. 이런 관행은 유아 사망률이 높기 때문에 발생했습니다. 사람들은 아기가 100일만 살아남으면 모든 게 잘 될 거라고 믿습니다. 폐기자는 옥수수 반죽으로 만들어집니다. 백 명 이상이 먹으면 축복하는 사람이 건강하고 행복하다는 전설이 있습니다. "그가 갑자기 엉덩이 수술을 제안한다면, 난 아무것도 하지 않을 거야. 그보다 더 나은 걸 할 거야."

1) 다음 질문을 읽고 올바른 답을 선택하세요. (예를 들어, 다음 질문을 읽고 올바른 답을 선택하세요.)

한국에서는 아기가 태어난 지 며칠 후에 첫 번째 명절인 줄구를 기념하기 시작하나요? a) 10시 이후 b) 1000년 이후. d) 그 후

2) 아래를 읽어보세요. 옳고 그름이 있습니다. 올바른 단어 뒤에 "T"를 붙이세요. (동의하신다면) 틀린 문장 뒤에 "F"를 표시하세요. (동의하지 않는 한.) (다음 진술을 읽으세요. 참인 진술과 거짓인 진술이 있습니다. 참인 진술은 "T"로, 거짓인 진술은 "F"로 표시하세요.)

1. 아이 앞에 무언가를 놓으면 아이는 선택할 필요가 없습니다.

2. 돈은 부를 뜻합니다. 물은 풍요와 장수를 상징합니다.

3. 과거에는 컴퓨터 마우스, 키보드, 키보드가 여기에 포함되었습니다. 책. 컴퓨터.

두 번째 과제는 학생들의 청취 이해 능력과 외국어 청취 이해 능력을 테스트하는 것이었습니다. 참가자들은 텍스트를 듣고 발음, 어휘, 구두점과 관련된 문제를 풀어야 했습니다.

단편 소설의 끝 부분을 주의 깊게 들어보세요. 아래는 몇 가지 단어나 구문입니다. 스토리에 등장하는 순서대로 배열하세요. (이 짧은 이야기를 들어보세요.) 다음과 같은 단어나 문구를 들을 수 있습니다.

한국에서 하지 말아야 할 일은? 해외 여행객은 이런 제한이 이상하게 느껴질 수도 있습니다.

키스를 만질 필요는 없어. 카자흐스탄에서는 인사가 비실용적이거나 당혹스러운 것으로 여겨진다. 한국에서는 이런 전통이 유지되어 왔습니다. 지금까지 사람들은 악수 대신 "안녕"이라고 말하곤 했습니다.

학생들은 다음을 사용하도록 권장되었습니다.

- 사랑. - 존경. - 만지다 - 자비. - 친구. - 은. - 음식. - 침대. - 직업.

세 번째 과제는 언어 능력을 테스트하는 데 사용되었습니다.

<예시>를 사용하여 문장을 완성하세요

(그림을 보고 예시 단어를 사용해서 완전한 문장 5개를 만들어 보세요.)

(Look at the pictures and make 5 sentences using the example.) [19]

<보기>



바람이 불다



춥다

바람이 불고 추워요.

The fourth task involved diagnosing grammatical skills (finding and correcting errors in a sentence).

대화를 읽고 네 가지 실수를 고쳐보세요. 각 문장에는 문장을 더 명확하게 만들기 위해 변경해야 하는 단어나 문구가 있습니다. 예시 과제;

민준 씨가 가장 좋아하는 계절은 언제인가요?

민준: 저는 겨울을 좋아해요. 나는 스키와 스케이트를 좋아합니다. 그래서 나는 겨울을 그토록 좋아한다.

The fifth task aimed to assess the participants' language skills (vocabulary and grammar), objective thinking, and logical thinking (their proficiency in the operational components of thinking: analysis, synthesis, and generalization).

카자흐스탄의 계절과 날씨는 어떻습니까 (Using the table, write a short text (4-6 sentences) about spring and summer in Kazakhstan) [19, 187].

계절	언제	날씨
봄		
여름		

The time to complete this task is 40 minutes. Once students have completed the tasks, the examiner collects and reviews the standardized exam papers. The accuracy of the test is estimated at 100%, which corresponds to 50 minutes. The second stage is open to students who have successfully passed the exam (participants with a score of 30 or above). There were about 20 students in attendance. Six contestants scored less than 19. Thus, about 30% of the first participants were included in the second stage. The results of the first step are shown in the figure (see Figure 1). The number of participants was determined based on the total score obtained at the completion of the first phase of the task (experimental task).

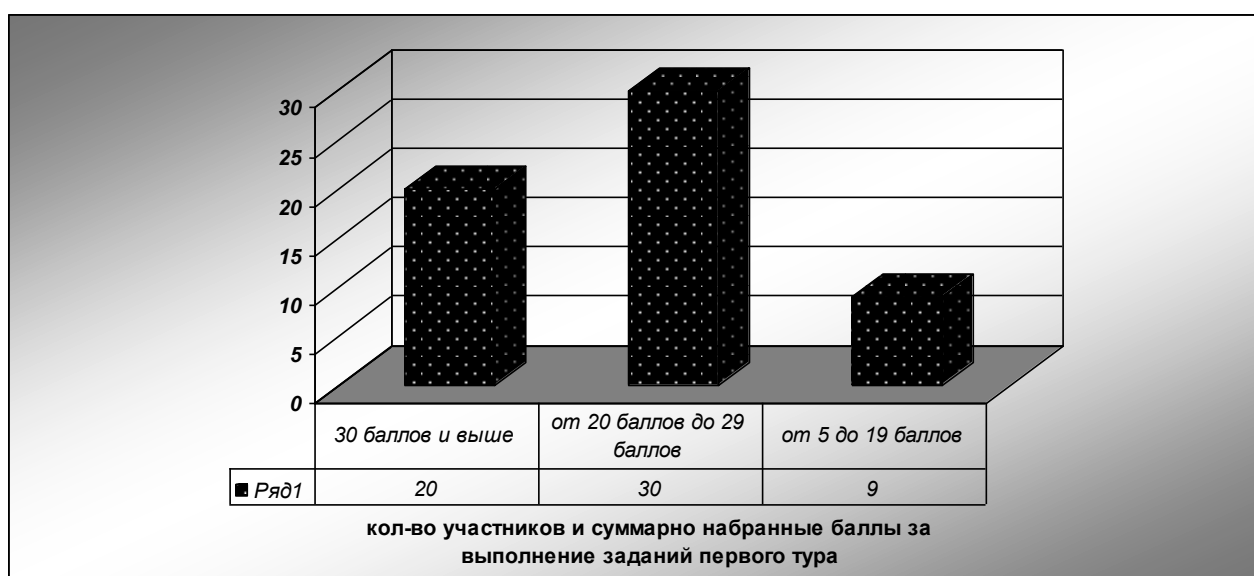


Figure 1: Number of participants based on the total points obtained for completing the first stage of the task (test task).

After the results are announced, the participants who pass the first stage will be invited to the second stage of the Olympics.

The task of the second step is to assess students' speaking and communication skills. The assessment criteria for the second level (competency) are as follows: - Content - 10 points. - Clarity - 10 points. - Vocabulary - 10 points. - Acoustics - 10 points. - Length - 10 minutes.

1) 준비된 독백을 토론 주제에 따라 평가한다. 예:

개수에는 제한이 없습니다. 각 참가자는 그날 세 가지 주제 중 하나를 선택하여 일반적인 주제에 대해 글을 썼습니다.

(1) '인생에서 가장 중요한 세 가지'에 대한 에세이를 작성하세요. 단, 아래 정보를 모두 입력해 주시기 바랍니다.

- 인생에서 가장 중요한 세 가지를 말해보세요.
- 그게 왜 중요해요?

- 어떻게 해야 하나요?

The second task is designed to test students' oral skills and has the following structure: without any preparation, students write a short dialogue (in the role of communicator) based on textual content suggested by the examiner [20].

저는 항상 아침 7 시에 일어납니다. 저는 아침에 운동하는 것을 좋아해요. 그래서 아침에 집 근처 공원에 가서 운동을 해요. 집에서 공원까지 도보로 가는데 약 5 분이 걸립니다. 훈련이 끝난 후 집으로 돌아갔습니다. 집에 돌아오면 세탁을 하고, 아침을 먹고, 학교에 가요. 나는 전차를 타고 학교에 간다. 이 작업에는 약 30 분이 걸립니다.

The judges evaluate the works according to the prescribed criteria, write the students' comments on special cards, and then enter all the information in the final table. The maximum score for each work in the second stage is 25 points.

The final stage of the Olympics is the summary of the results of the competition. The judges add up the points of the first and second tier competitors and decide the Olympic champion based on the results. First (student 1), Second (student 2), Third (student 3) Fourth (student 4). Certificates and awards were then given.

The results will be announced on the day of the Olympics. The final score was calculated according to the results of the first and second steps.

The purpose of this work is to develop an approach to the Korean Olympic Games and explain the internal structure of such an Olympic organization. Our goal is to propose an algorithm for generating Olympic tasks, and to develop a comprehensive set of optimal solutions. conducting educational experiments to demonstrate the effectiveness of the proposed method.

The effectiveness of the proposed method is demonstrated through a series of experiments. Olympiads also serve to expand the socio-cultural opportunities of Korean students and develop their intellectual capacities. Based on the experimental results, a method to construct Korean-like distance Olympians as a second or foreign language is described, and an algorithm is proposed to generate tasks for Korean Olympians.

Important conclusions are drawn based on the experimental results. The main purpose of holding the Distance Olympics is for teachers and university professors to determine the level of Korean language interest of future teachers in a timely manner. The process of preparing for the Olympics

Conclusion. The Olympic challenge should be creative. Thus, students learn to solve problems independently. The first requirement for the second Foreign Language Olympiad is the ability to communicate with many students through the Olympic project. - Perform tasks according to the teaching program Time limit - Includes native language skills and abilities based on student experience. - Increased task complexity. - Differences in the form and content of the task. Intellectual content and innovation Tasks should be challenging to stimulate students' linguistic thinking and assumptions. - Use authentic materials for Olympic projects. - Use additional historical material and regional language. The overall complexity of the task (e.g., problems related to the material nature of language).

Participating in the field helps to increase students' interest in science and helps them learn more about science. Expand your worldview Although participants' task demands varied, each group's assessment would be fair. The collective nature of the evaluation process ensures the accuracy and objectivity of the final judgment and allows participants to understand the results of their work. After each stage, the resources were considered and considered according to the plans of the Olympic participants. Based on the results of the successful tasks, we concluded that the task in the second phase was more difficult for the participants. This suggests that future teachers should pay more attention to creative writing and professional writing when teaching Korean as a second language.

References:

1. Galskova N.D., Gez N.I. (2013). *Teoriya obucheniya inostrannym yazykam. Lingvodidaktika i metodika* [Theory of foreign language teaching. Linguodidactics and methods] (7th ed.). Akademiya. [in Russian]
2. Golub L.N. (2017). *Traditsionnyy i interaktivnyy podkhody v obuchenii inostrannym yazykam* [Traditional and interactive approaches in foreign language teaching]. In V. S. Artemova, N.A. Salnikova, & Tsygankova E.A. (Eds.), *Sbornik nauchnykh statey po itogam V Mezhdunarodnoy nauchno-prakticheskoy konferentsii* (pp. 227-233). Bryansk: BGITU. [in Russian]
3. Derkach A.A. (1991). *Pedagogicheskaya evristika (iskusstvo obucheniya inostrannomu yazyku)* [Pedagogical heuristics (the art of teaching a foreign language)]. Pedagogika. [in Russian]
4. Zhukova G.S., Nikitina N.I., Komarova E.V. (2012). *Tekhnologii professional'no-orientirovannogo obucheniya* [Technologies of professionally oriented teaching]. RGSU. [in Russian]
5. Shtykhno D.A., Konstantinova L.V., Gajiev N.N. (2020). *Perekhod vuzov v distantsionnyy rezhim v period pandemii: problemy i vozmozhnye riski* [Universities' transition to distance learning during the pandemic: problems and possible risks]. *Otkrytoe obrazovanie*, 24(5), 72-81. <https://doi.org/10.21686/1818-4243-2020-5-72-81> [in Russian]
6. Sidorenko T.V. (2014). *Otkrytye obrazovatel'nye resursy kak sredstvo povysheniya effektivnosti yazykovogo obrazovaniya v rossiyskom vuze*. *Otkrytoe obrazovanie*, (5), 13-19. [https://doi.org/10.21686/1818-4243-2014-5\(106\)-13-19](https://doi.org/10.21686/1818-4243-2014-5(106)-13-19) [in Russian]
7. Khromov S.S., Skorikova T.P., Dneprovskaya N.V. (2016). *Metodologiya i metodika distantsionnogo obucheniya v nauchno-professional'noy kommunikatsii (na primere razrabotki distantsionnogo masterskogo kursa po lingvistike)* [Methodology of distance learning in scientific and professional communication (based on the development of a distance master's course in linguistics)]. *Otkrytoe obrazovanie*, (5), 68-76. <https://doi.org/10.21686/1818-4243-2016-5-68-76> [in Russian]
8. Zhironkina O.A., Medvedeva N.A., Sokolova E.E. (2023). *Rol' tsifrovyykh tekhnologiy pri organizatsii obucheniya v distantsionnom formate* [The role of digital technologies in organizing distance learning]. *Otkrytoe obrazovanie*, 27(1), 4-16. <https://doi.org/10.21686/1818-4243-2023-1-4-16> [in Russian]
9. Rukshin S.E. (n.d.). *Sravnitel'nye dostoinstva i nedostatki distantsionnykh i traditsionnykh olimpiad i ikh vliyanie na arkhitekturu avtomatizirovannykh sistem podderzhki distantsionnykh nauchnykh sorevnovaniy* [Comparative advantages and disadvantages of distant and traditional Olympics and their impact on the architectural design of automated systems for supporting distant scientific research]. Retrieved from <https://cyberleninka.ru/> [in Russian]
10. Azarova S.V. (n.d.). *Uchastie v distantsionnykh olimpiadakh, konkursakh – odin iz sposobov povysheniya motivatsii mladshikh shkol'nikov* [Participation in distance Olympiads and competitions is one of the ways to increase motivation of younger students]. Retrieved from <https://infourok.ru/> [in Russian]
11. Rogova G.V., Rabinovich F.M., Sakharova T.E. (1991). *Metodika obucheniya inostrannym yazykam v sredney shkole* [Methods of foreign language teaching in secondary school]. Prosveshchenie. [in Russian]
12. Grigoryeva N.V. (n.d.). *Formirovanie tsennostnoy orientatsii studentov pri provedenii olimpiad po inostrannym yazykam* [Formation of students' value orientation during foreign language Olympiads]. Retrieved from <https://cyberleninka.ru/> [in Russian]
13. Kolesova T.V. (2014). *Olimpiada kak sredstvo monitoringa kachestva izucheniya inostrannogo yazyka v vuze* [Olympiad as a means of monitoring the quality of foreign language learning at a university]. *Izvestiya vysshikh uchebnykh zavedeniy. Povolzhskiy region. Gumanitarnye nauki*, (1(29)), 229-236. [in Russian]
14. Kolesova T.V. (2021). *Primenenie novykh informatsionnykh tekhnologiy dlya provedeniya yazykovoy olimpiady sredi magistrantov* [Application of new information technologies for

conducting a language Olympiad among master's students]. *Vestnik Mariyskogo gosudarstvennogo universiteta*, 15(3), 283-286. [in Russian]

15. Koryakovtseva N.F. (2010). *Teoriya obucheniya inostrannym yazykam: produktivnye obrazovatel'nye tekhnologii* [Theory of foreign language teaching: productive educational technologies]. *Akademiya*. [in Russian]

16. Mirolubov A.A. (Ed.). (2010). *Metodika obucheniya inostrannym yazykam: traditsii i sovremennost'* [Methods of foreign language teaching: traditions and modernity]. - Obninsk: Titul.

17. Shchukin A.N., Frolova G.M. (2015). *Metodika prepodavaniya inostrannykh yazykov* [Methods of foreign language teaching]. *Akademiya*. [in Russian]

18. Shchukin A.N. (2004). *Obuchenie inostrannym yazykam: Teoriya i praktika* [Teaching foreign languages: Theory and practice]. *Filomatis*. [in Russian]

19. Hwang I.K., Kim S.J., Kim J.W., Pak Nelly, Thsoi M.O. (2015). *카자흐스탄인을 위한 종합 한국어 1* [Integrated Korean for Kazakh learners 1]. Korean Studies Department, Korea Foundation. [in Korean]

20. Hwang I.K., Kim S.J., Kim J.W., Pak Nelly, Thsoi M.O. (2015). *카자흐스탄인을 위한 종합 한국어 2* [Integrated Korean for Kazakh learners 2]. Korean Studies Department, Korea Foundation. [in Korean]

IRSTI 14.35.09

10.51889/2959-5657.2025.92.2.014

Tastemir M.A.¹, *Seidaliyeva G.O.² 

^{1,2}Abai Kazakh National Pedagogical University

Almaty, Kazakhstan

e-mail: m_tastemir@mail.ru

*e-mail: guldanaseida@mail.ru

IMPROVING READING STRATEGIES FOR ENGLISH LANGUAGE LEARNERS USING SCAFFOLDING: A PEDAGOGICAL APPROACH

Abstract

This article analyzes and describes numerous pedagogical ways to enhance reading strategies for English language learners through the scaffolding method. Focus is directed towards Lev Vygotsky's notion of the zone of proximal development and its implementation in the educational process. This article examines essential “scaffolding” approaches, including pre-text assignments, modeling, contextual work, and collaborative reading, which facilitate the activation of background knowledge and the acquisition of new skills by students. The progressive decline in support, textual structural analysis, and post-reading reflection are also examined. The educator plays a crucial role in establishing conditions for effective learning, progressively diminishing assistance and fostering the development of students' autonomy and self-assurance. The scaffolding approach is adaptable and enables the customization of the educational process to meet the individual needs of each student, rendering it an efficient instrument for reading instruction. This article underscores the significance of engaging students in the learning process via active text interaction and highlights the teacher's responsibility in fostering students' metacognitive skills. Scaffolding facilitates the enhancement of reading and comprehension skills while also fostering independence, critical thinking, and self-confidence.

Keywords: reading strategies, the zone of the nearest development, training support, students' independence, metacognitive skills

БІЗДІҢ АВТОРЛАР

Алиева Батура - аға ғылыми қызметкер, Әзірбайжан Ұлттық Ғылым академиясының Насими атындағы Тіл білімі институты, Баку, Әзірбайжан, ORCID: <https://orcid.org/0009000710133797>, e-mail: eliyevabature201@gmail.com

Саурбаев Ришат Жүркенұлы - филология ғылымдарының кандидаты, Шетел филологиясы кафедрасының профессоры Торайғыров университеті, Павлодар, Қазақстан, ORCID: <https://orcid.org/0000-0003-1419-7361>, e-mail: rishat_1062@mail.ru

Ереханова Фатима Турехановна - филология ғылымдарының кандидаты, тілдер және әдебиет кафедрасының қауымдастырылған профессорының м.а., Орталық Азия Инновациялық университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0000-0003-3344-3839>, e-mail: siliconoasis702@gmail.com

Сладкевич Жанна Ромуальдовна - филология ғылымдарының докторы, профессор, Гданьск университеті, Гданьск, Польша, ORCID: <https://orcid.org/0000-0001-7237-5328>; e-mail: zanna.sladkevich@gmail.com

Жұмағұлова Бақитгүл Сәкенқызы - филология ғылымдарының докторы, қауымдастырылған профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-9422-427X>; e-mail: bakitgul@inbox.ru

Мұсабекова Әйгерім Алтынбекқызы - докторант, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0001-4650-6272>; e-mail: mussabekovaaigerim90@gmail.com

Демьянова Юлия Александровна - Е.А. Бөкетов атындағы Қарағанды университетінің журналистика кафедрасының аға оқытушысы, Қарағанды, Қазақстан, ORCID: <https://orcid.org/0000-0002-3783-9577>, e-mail: ydemyanova@list.ru

Әбішева Вера Туkenovқызы - филология ғылымдарының докторы, Е.А. Бөкетов атындағы Қарағанды университетінің журналистика кафедрасының профессоры, Қарағанды, Қазақстан, ORCID: <https://orcid.org/0000-0001-5369-6871>, e-mail: vera.abisheva@mail.ru

Ибраева Жанарка Бакибайқызы - филология ғылымдарының кандидаты, қауымдастырылған профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан, ORCID: <https://orcid.org/0000-0003-1487-5513>, e-mail: igb1006@mail.ru

Ломова Елена Александровна - филология ғылымдарының кандидаты, қауымдастырылған профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-4890-7715>, e-mail: elena.lomova@mail.ru

Қасымжанова Маржан - педагогика ғылымдарының магистрі, деканның оқу ісі жөніндегі орынбасары, Тұран университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-3406-4016>, e-mail: m.kassymzhanova@turan-edu.kz

Сәменқызы Ұлпан - PhD докторы, Мирас университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0000-0002-2295-7052>, e-mail: ulpan.samenkyzy@mail.ru

Башова Балзия Шегетайқызы - филология ғылымдарының кандидаты, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0009-0002-8755-1755>, e-mail: balziya.bayeshova@ayu.edu.kz

Баймаханова Кұралай Ибрайқызы - докторант, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-3856-7067>, e-mail: baimakhanova_k@mail.ru

Сансызбаева Сандуғаш Кадралиевна - филология ғылымдарының кандидаты, доцент, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0003-3741-2589>, e-mail: sk_sansyz@mail.ru

Бедел Медине - ағылшын тілі мұғалімі, "Wunderkind" мектебі, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0006-9503-380X>, e-mail: leila-badalova@mail.ru

Бадалова Лейла - орыс тілі оқытушысы, Skyeng мектебі, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0006-4601-2703>, e-mail: leila-badalova@mail.ru

Глушковски Михал Анджей - филология ғылымдарының докторы, Николай Коперник университетінің славян филологиясы институты, Торунь, Польша, ORCID: <https://orcid.org/0000-0003-3353-2671>, e-mail: gluszkowski@mail.ru

Мұсатаева Манаткүл Шаяхметқызы - филология ғылымдарының докторы, профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-1409-3151>, e-mail: mussatayeva@mail.ru

Кәкімова Әйгерім Маратқызы - орыс тілі мен әдебиеті кафедрасының докторанты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0001-9131-4480>, e-mail: aiko1996.96@mail.ru

Красильникова Светлана Валерьевна - филология ғылымдарының кандидаты, Патрис Лумумба атындағы Ресей халықтар достығы университеті, Мәскеу, Ресей, ORCID: <https://orcid.org/0000-0001-6157-6677>, e-mail: mnemozina04@mail.ru

Апакина Людмила Вячеславовна - педагогика ғылымдарының кандидаты, орыс тілі кафедрасының доценті, Патрис Лумумба атындағы Ресей халықтар достығы университеті, Мәскеу, Ресей, ORCID: <https://orcid.org/0000-0003-2595-2641>, e-mail: apakina-lv@rudn.ru

Қыдырбекова Әйгерім Серікқызы - докторант, Сәрсен Аманжолов атындағы Шығыс Қазақстан университеті, Өскемен, Қазақстан, ORCID: <https://orcid.org/0009-0008-7123-1697>, e-mail: aigerymsk@gmail.com

Рахметова Райгүл Сәдуақасқызы - педагогика ғылымдарының докторы, доцент, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-8526-3381>, e-mail: raigu.67@mail.ru

Нұралинова Галима Мұхамадикызы - Сәрсен Аманжолов атындағы Шығыс Қазақстан университетінің шет тілдері және аударма кафедрасының аға оқытушысы, Өскемен, Қазақстан, ORCID: <https://orcid.org/0000-0002-8526-3381>, e-mail: galima_fifimo@mail.ru

Капышева Гүлнар Қыдырбекқызы - филология ғылымдарының кандидаты, профессор, Сәрсен Аманжолов атындағы Шығыс Қазақстан университеті, Өскемен, Қазақстан, ORCID: <https://orcid.org/0000-0001-7337-5127>, e-mail: gulnarkapysheva@mail.ru

Ларионова Ирина Юрьевна - филология ғылымдарының кандидаты, шет тілдері және аударма кафедрасының профессоры, Сәрсен Аманжолов атындағы Шығыс Қазақстан университеті, Өскемен, Қазақстан, ORCID: <https://orcid.org/0009-0007-5899-4019>, e-mail: cotedazur.riviera@mail.ru

Федосова Светлана Александровна - филология ғылымдарының кандидаты, шет тілдері және аударма кафедрасының профессоры, Сәрсен Аманжолов атындағы Шығыс Қазақстан университеті, Өскемен, Қазақстан, ORCID: <https://orcid.org/0009-0004-9406-9275>, e-mail: lane.fed@internet.ru

Тастемір Меруерт Алмазқызы - магистрант, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, e-mail: m_tastemir@mail.ru

Сейдалиева Гүлдана Омарқызы - PhD докторы, қауымдастырылған профессорының м.а., Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-4448-2414>, e-mail: guldanaseida@mail.ru

НАШИ АВТОРЫ

Алиева Батура – старший научный сотрудник, Институт языкознания им. Насими Национальной академии наук Азербайджана, г. Баку, Азербайджан, ORCID: <https://orcid.org/0009000710133797>, e-mail: eliyevabature201@gmail.com

Саурбаев Ришат Журкенович – кандидат филологических наук, профессор кафедры Иностранная филология Торайгыров университета, Павлодар, Казахстан, ORCID: <https://orcid.org/0000-0003-1419-7361>, e-mail: rishat_1062@mail.ru

Ереханова Фатима Турехановна – кандидат филологических наук, и.о.ассоциированного профессора кафедры «Языки и литература», Центрально-Азиатский Инновационный университет, Шымкент, Казахстан, ORCID: <https://orcid.org/0000-0003-3344-3839>, e-mail: siliconoasis702@gmail.com

Сладкевич Жанна Ромуальдовна – доктор филологических наук, профессор, Гданьский университет, Гданьск, Польша, ORCID: <https://orcid.org/0000-0001-7237-5328>; e-mail: zanna.sladkevich@gmail.com

Жумагулова Бакитгуль Сакеновна – доктор филологических наук, ассоциированный профессор, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-9422-427X>, e-mail: bakitgul@inbox.ru

Мусабекова Айгерим Алтынбековна – докторант, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0009-0001-4650-6272>; e-mail: mussabekovaaigerim90@gmail.com

Демьянова Юлия Александровна – старший преподаватель кафедры журналистики Карагандинского университета им. Е.А. Букетова, Караганда, Казахстан, ORCID: <https://orcid.org/0000-0002-3783-9577>, e-mail: ydemyanova@list.ru

Абишева Вера Туkenовна – доктор филологических наук, профессор кафедры журналистики Карагандинского университета им. Е.А. Букетова, Караганда, Казахстан, ORCID: <https://orcid.org/0000-0001-5369-6871>, e-mail: vera.abisheva@mail.ru

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

Ломова Елена Александровна – кандидат филологических наук, ассоциированный профессор, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-4890-7715>, e-mail: elena_lomova@mail.ru

Касымжанова Маржан – магистр педагогических наук, заместитель декана по учебной работе, университет Туран, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-3406-4016>, e-mail: m.kassymzhanova@turan-edu.kz

Саменкызы Улпан – доктор PhD, Университет Мирас, г. Шымкент, Казахстан, ORCID: <https://orcid.org/0000-0002-2295-7052>, e-mail: ulpan.samenkyzy@mail.ru

Башова Балзия Шегетайкызы – кандидат филологических наук, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Шымкент, Казахстан, ORCID: <https://orcid.org/0009-0002-8755-1755>, e-mail: balziya.bayeshova@ayu.edu.kz

Баймаханова Куралай Ибрайкызы – докторант, Казахский национальный университет имени аль-Фараби, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-3856-7067>, e-mail: baimakhanova_k@mail.ru

Сансызбаева Сандугаш Кадралиевна – кандидат филологических наук, доцент, Казахский национальный университет имени аль-Фараби, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0003-3741-2589>, e-mail: sk_sansyz@mail.ru

Бедел Медине – преподаватель английского, Школа "Wunderkind", Алматы, Казахстан, ORCID: <https://orcid.org/0009-0006-9503-380X>, e-mail: leila-badalova@mail.ru

Бадалова Лейла – преподаватель русского языка, Школа Skyeng, Алматы, Казахстан, ORCID: <https://orcid.org/0009-0006-4601-2703>, e-mail: leila-badalova@mail.ru

Глушковски Михал Анджей – доктор филологических наук, Институт славянской филологии Университета Николая Коперника, Торунь, Польша, ORCID: <https://orcid.org/0000-0003-3353-2671>, e-mail: gluszkowski@mail.ru

Мусатаева Манаткуль Шаяхметовна – доктор филологических наук, профессор, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-1409-3151>, e-mail: mussatayeva@mail.ru

Какимова Айгерим Маратовна – докторант кафедры русского языка и литературы, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан, ORCID: <https://orcid.org/0009-0001-9131-4480>, e-mail: aiko1996.96@mail.ru

Красильникова Светлана Валерьевна – кандидат филологических наук, Российский университет дружбы народов им. Патриса Лумумбы, Москва, Россия, ORCID: <https://orcid.org/0000-0001-6157-6677>, e-mail: mnemozina04@mail.ru

Апакина Людмила Вячеславовна – кандидат педагогических наук, доцент кафедры русского языка, Российский университет дружбы народов им. Патриса Лумумбы, Москва, Россия, ORCID: <https://orcid.org/0000-0003-2595-2641>, e-mail: apakina-lv@rudn.ru

Кыдырбекова Айгерим Сериковна – докторант, Восточно-Казахстанский университет имени Сарсена Аманжолова, Усть-Каменогорск, Казахстан, ORCID: <https://orcid.org/0009-0008-7123-1697>, e-mail: aigerymsk@gmail.com

Рахметова Райгуль Садуакасовна – доктор педагогических наук, доцент, Казахский национальный университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-8526-3381>, e-mail: raigu.67@mail.ru

Нуралинова Галима Мухамадиевна – старший преподаватель кафедры иностранных языков и переводческого дела Восточно-Казахстанского университета имени Сарсена Аманжолова, Усть-Каменогорск, Казахстан, ORCID: <https://orcid.org/0000-0002-8526-3381>, e-mail: galima_fifimo@mail.ru

Капышева Гульнар Кыдырбековна – кандидат филологических наук, профессор, Восточно-Казахстанский университет имени Сарсена Аманжолова, Усть-Каменогорск, Казахстан, ORCID: <https://orcid.org/0000-0001-7337-5127>, e-mail: gulnarkapysheva@mail.ru

Ларионова Ирина Юрьевна – кандидат филологических наук, профессор кафедры иностранных языков и переводческого дела, Восточно-Казахстанский университет имени Сарсена Аманжолова, Усть-Каменогорск, Казахстан, ORCID: <https://orcid.org/0009-0007-5899-4019>, e-mail: cotedazur.riviera@mail.ru

Федосова Светлана Александровна – кандидат филологических наук., профессор кафедры иностранных языков и переводческого дела, Восточно-Казахстанский университет имени Сарсена Аманжолова, Усть-Каменогорск, Казахстан, ORCID: <https://orcid.org/0009-0004-9406-9275>, e-mail: lane.fed@internet.ru

Тастемир Меруерт Алмазкызы – магистрант, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, e-mail: m_tastemir@mail.ru

Сейдалиева Гулдана Омаровна – доктор PhD, и.о. ассоц. профессор, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-4448-2414>, e-mail: guldanaseida@mail.ru

OUR AUTHORS

Aliyeva Batura – Senior researcher at the Institute of Linguistics. Nasimi National Academy of Sciences of Azerbaijan, Baku, Azerbaijan, ORCID: <https://orcid.org/0009000710133797>, e-mail: eliyevabature201@gmail.com

Saurbayev Rishat Zhurkenovich – Candidate of Philological Sciences, Professor of the Department of Foreign Philology Toraighyrov University, Pavlodar, Kazakhstan, ORCID: <https://orcid.org/0000-0003-1419-7361>, e-mail: rishat_1062@mail.ru

Yerekhanova Fatima Turekhanovna – Ph.D. in Philology, Acting Associate Professor of the Department of Languages and Literature, Central Asian Innovation University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0000-0003-3344-3839>, e-mail: siliconoasis702@gmail.com

Sladkevich Zhanna Romualdovna – Doctor of Philology, Professor, University of Gdansk, Gdansk, Poland, ORCID: <https://orcid.org/0000-0001-7237-5328>, e-mail: zanna.sladkevich@gmail.com

Zhumagulova Bakitgul Sakenovna – Doctor of Philology, Associate Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-9422-427X>, e-mail: bakitgul@inbox.ru

Mussabekova Aigerim Altynbekovna – doctoral student, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0001-4650-6272>, e-mail: mussabekovaaigerim90@gmail.com

Demyanova Yulia Alexandrovna – doctoral student, Senior lecturer at the Department of Journalism of the E.A. Buketov Karaganda University, Karaganda, Kazakhstan, ORCID: <https://orcid.org/0000-0002-3783-9577>, e-mail: ydemyanova@list.ru

Abisheva Vera Tukenovna – Doctor of Philology, Professor of the Department of Journalism of the E.A. Buketov Karaganda University, Karaganda, Kazakhstan, ORCID: <https://orcid.org/0000-0001-5369-6871>, e-mail: vera.abisheva@mail.ru

Ibrayeva Zhanarka Bakibayevna – Candidate of Philological Sciences, Associate Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0003-1487-5513>, e-mail: igb1006@mail.ru

Lomova Elena Aleksandrovna – Candidate of Philological Sciences, Associate Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-4890-7715>, e-mail: elena_lomova@mail.ru

Kassymzhanova Marzhan – Master of Pedagogical Sciences, Deputy Dean for Academic Affairs, Turan University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-3406-4016>, e-mail: m.kassymzhanova@turan-edu.kz

Samenkyzy Ulpan – PhD, Miras University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0000-0002-2295-7052>, e-mail: ulpan.samenkyzy@mail.ru

Bayeshova Balzia Shegetaykyzy – Candidate of Philological Sciences, Khoja Ahmed Yasawi International Kazakh-Turkish University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0009-0002-8755-1755>, e-mail: balziya.bayeshova@ayu.edu.kz

Baimakhanova Kuralai Ibraikizi – Doctoral student, Al-Farabi Kazakh National University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-3856-7067>, e-mail: baimakhanova_k@mail.ru

Sansyzbayeva Sandugash Kadraliyevna – Candidate of Philological Sciences, Associate Professor, Al-Farabi Kazakh National University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0003-3741-2589>, e-mail: sk_sansyz@mail.ru

Bedel Medine – English teacher, "Wunderkind" School, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0006-9503-380X>, e-mail: leila-badalova@mail.ru

Badalova Leila – Russian language teacher, Skyeng School, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0006-4601-2703>, e-mail: leila-badalova@mail.ru

Glushkowski Michal Andrzej – Doctor of Philology, Institute of Slavic Philology, Nicolaus Copernicus University in Torun, Torun, Poland, ORCID: <https://orcid.org/0000-0003-3353-2671>, e-mail: gluszkowski@mail.ru

Mussatayeva Manatkul Shayakhmetovna – Doctor of Philology, Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-1409-3151>, e-mail: mussatayeva@mail.ru

Kakimova Aigerim Maratovna – Doctoral student of the Department of Russian Language and Literature, Abai Kazakh national pedagogical university, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0001-9131-4480>, e-mail: aiko1996.96@mail.ru

Krasilnikova Svetlana Valeryevna – Candidate of Philological Sciences, Patrice Lumumba Peoples' Friendship University of Russia, Moscow, Russia, ORCID: <https://orcid.org/0000-0001-6157-6677>, e-mail: mnemozina04@mail.ru

Apakina Lyudmila Vyacheslavovna – Candidate of Pedagogical Sciences, Associate Professor of the Department of Russian Language, Patrice Lumumba Peoples' Friendship University of Russia, Moscow, Russia, ORCID: <https://orcid.org/0000-0003-2595-2641>, e-mail: apakina-lv@rudn.ru

Kydyrbekova Aigerim Serikovna – Doctoral student, Sarsen Amanzholov East Kazakhstan University, Ust-Kamenogorsk, Kazakhstan, ORCID: <https://orcid.org/0009-0008-7123-1697>, e-mail: aigerymsk@gmail.com

Rakhmetova Raigul Saduakasovna – Doctor of Pedagogical Sciences, Associate Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-8526-3381>, e-mail: raigu.67@mail.ru

Nuralinova Galima Mukhamadiyevna – Senior Lecturer at the Department of Foreign Languages and Translation at Sarsen Amanzholov East Kazakhstan University, Ust-Kamenogorsk, Kazakhstan. ORCID: <https://orcid.org/0000-0002-8526-3381>, e-mail: galima_fifimo@mail.ru

Kapysheva Gulnar Kydyrbekovna – Candidate of Philological Sciences, Professor, Sarsen Amanzholov East Kazakhstan University, Ust-Kamenogorsk, Kazakhstan, ORCID: <https://orcid.org/0000-0001-7337-5127>, e-mail: gulnarkapysheva@mail.ru

Larionova Irina Yuriyevna – Candidate of Philological Sciences, Professor of the Department of Foreign Languages and Translation, Sarsen Amanzholov East Kazakhstan University, Ust-Kamenogorsk, Kazakhstan, ORCID: <https://orcid.org/0009-0007-5899-4019>, e-mail: cotedazur.riviera@mail.ru

Fedossova Svetlana Alexadrovna – PhD in Philology, Professor of the Department of Foreign Languages and Translation, Sarsen Amanzholov East Kazakhstan University, Ust-Kamenogorsk, Kazakhstan, ORCID: <https://orcid.org/0009-0004-9406-9275>, e-mail: ana.fed@internet.ru

Tastemir Meruert Almazkyzy – Master's student, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, e-mail: m_tastemir@mail.ru

Seidaliyeva Guldana Omarovna – PhD, Acting assoc. Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-4448-2414>, e-mail: guldanaseida@mail.ru