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Ongar Umit¹ 

¹Al-Farabi Kazakh National University

Almaty, Kazakhstan

e-mail: umitongar0@gmail.com

DEVELOPING COMMUNICATIVE COMPETENCE USING AI TOOLS IN ENGLISH LANGUAGE TEACHING

Abstract

The article examines modern approaches to the integration of artificial intelligence technologies into educational platforms and analyzes the conditions for their effective use in the education system of the Republic of Kazakhstan. The relevance of the research is due to the fact that the digital transformation of education in the country is developing faster than a unified methodological and regulatory framework for the use of artificial intelligence in the educational process. The purpose of the article is to identify the pedagogical potential, institutional limitations and legal risks of introducing AI modules into the structure of modern educational platforms. The methodological basis consisted of an analysis of the international recommendations of UNESCO and OECD, a study of the current regulatory legal acts of the Republic of Kazakhstan, as well as a comparative and analytical review of common digital platforms used in school and higher education. As a result, it was found that artificial intelligence is able to enhance the personalization of learning, increase the responsiveness of feedback, support adaptive routing of educational content and partially relieve the teacher from routine procedures. At the same time, the educational effectiveness of AI solutions directly depends on the pedagogical scenario of their implementation, the digital competence of the teacher, the transparency of algorithms, the protection of personal data and the availability of locally adapted content in Kazakh and Russian. It is concluded that in the conditions of Kazakhstan, the most promising model is not the teacher replacement model, but the model of pedagogically guided AI integration into existing LMS and content platforms. The practical significance of the work lies in the formulation of recommendations for the institutional implementation of AI tools in educational platforms, taking into account academic integrity, data protection requirements and the objectives of improving the quality of education.

Keywords: artificial intelligence, educational platforms, digitalization of education, personalization of education, Republic of Kazakhstan, academic integrity, personal data protection

Оңғар Үміт 

Әл-Фараби атындағы Қазақ Ұлттық университеті

Алматы, Қазақстан

e-mail: umitongar0@gmail.com

АҒЫЛШЫН ТІЛІН ОҚЫТУДА АІ ҚҰРАЛДАРЫН ҚОЛДАНУ АРҚЫЛЫ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ДАМУ

Аңдатпа

Мақалада жасанды интеллект технологияларын білім беру платформаларына интеграциялаудың заманауи тәсілдері қарастырылған және Оларды Қазақстан Республикасының білім беру жүйесінде тиімді пайдалану шарттары талданған. Зерттеудің өзектілігі елдегі білім берудің цифрлық трансформациясы білім беру процесінде жасанды интеллектті қолданудың бірыңғай әдістемелік және нормативтік-құқықтық базасына қарағанда тезірек дамып келе жатқандығына байланысты. Мақаланың мақсаты - заманауи білім беру платформаларының құрылымына ЖИ модульдерін енгізудің педагогикалық әлеуетін, институционалдық шектеулері мен құқықтық тәуекелдерін анықтау. Әдістемелік негіз ЮНЕСКО мен ЭЫДҰ-ның халықаралық ұсынымдарын талдаудан, Қазақстан Республикасының қолданыстағы нормативтік құқықтық актілерін зерделеуден, сондай-ақ мектепте және жоғары оқу орындарында қолданылатын жалпы цифрлық платформаларға салыстырмалы-аналитикалық шолудан тұрды. білім беру. Нәтижесінде жасанды интеллект оқытудың дербестенуін арттыруға, кері байланыстың жауаптылығын арттыруға, білім беру мазмұнының адаптивті бағытталуын қолдауға және мұғалімді күнделікті процедуралардан ішінара босатуға қабілетті екендігі анықталды. Сонымен қатар, ЖИ шешімдерінің білім беру тиімділігі оларды жүзеге асырудың педагогикалық сценарийіне, мұғалімнің цифрлық құзыреттілігіне, алгоритмдердің ашықтығына, жеке деректерді қорғауға және қазақ және орыс тілдерінде жергілікті бейімделген мазмұнның болуына тікелей байланысты. Қазақстан жағдайында ең перспективалы модель мұғалімдерді алмастыру моделі емес, жасанды интеллектті қолданыстағы LMS және контент платформаларына педагогикалық басқарылатын интеграциялау моделі болып табылады деген қорытындыға келді. Жұмыстың практикалық маңыздылығы академиялық тұтастықты, деректерді қорғау талаптарын және білім беру сапасын жақсарту мақсаттарын ескере отырып, білім беру платформаларында жасанды интеллект құралдарын институционалды енгізу бойынша ұсыныстарды тұжырымдауда жатыр.

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Оңғар Үміт 

Казахский национальный университет имени аль-Фараби

Алматы, Казахстан

e-mail: umitongar0@gmail.com

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ С ПОМОЩЬЮ ИНСТРУМЕНТОВ ИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

В статье рассматриваются современные подходы к интеграции технологий искусственного интеллекта в образовательные платформы и анализируются условия для их эффективного использования в системе образования Республики Казахстан. Актуальность исследования обусловлена тем, что цифровая трансформация образования в стране развивается быстрее, чем

единая методологическая и нормативная база по использованию искусственного интеллекта в образовательном процессе. Целью статьи является выявление педагогического потенциала, институциональных ограничений и правовых рисков внедрения модулей искусственного интеллекта в структуру современных образовательных платформ. Методологическую основу составил анализ международных рекомендаций ЮНЕСКО и ОЭСР, изучение действующих нормативно-правовых актов Республики Казахстан, а также сравнительный и аналитический обзор распространенных цифровых платформ, используемых в школьном и высшем образовании. В результате было установлено, что искусственный интеллект способен усилить персонализацию обучения, повысить оперативность обратной связи, поддерживать адаптивную маршрутизацию образовательного контента и частично избавить преподавателя от рутинных процедур. В то же время образовательная эффективность ИИ-решений напрямую зависит от педагогического сценария их внедрения, цифровой компетентности преподавателя, прозрачности алгоритмов, защиты персональных данных и доступности локально адаптированного контента на казахском и русском языках. Сделан вывод, что в условиях Казахстана наиболее перспективной моделью является не модель замены учителя, а модель педагогически управляемой интеграции искусственного интеллекта в существующие фильмы и контент-платформы. Практическая значимость работы заключается в формулировании рекомендаций по институциональному внедрению инструментов искусственного интеллекта в образовательные платформы с учетом академической честности, требований к защите данных и целей повышения качества образования.

Ключевые слова: искусственный интеллект, образовательные платформы, цифровизация образования, персонализация образования, Республика Казахстан, академическая честность, защита персональных данных

Introduction. In recent years, the education system has been undergoing a qualitative change related not only to the expansion of distance and blended learning, but also to the transition to more complex digital ecosystems, in which the platform is becoming not just a channel for transmitting materials, but an environment for managing the learning process. If in the early stages of digitalization the main task of platforms was to post content, monitor attendance and record grades, today they are expected to have deeper pedagogical functionality: adapting the pace of learning, intellectual support for the student, operational feedback, analysis of educational deficits and support of an individual trajectory. It was at this point that artificial intelligence entered the educational agenda.

The international discourse on AI in education is developing in several directions at once. On the one hand, artificial intelligence technologies are seen as a resource for personalizing, automating, and making learning more accessible. On the other hand, there is increasing attention to risks: a decrease in students' independence, the substitution of ready-made answers for learning activities, the opacity of algorithms, data leaks, and the weakening of academic integrity. Therefore, the question today is no longer whether AI should be included in the educational environment, but how exactly to do this in a pedagogically justified, legally correct and organizationally sustainable way.

This issue is of particular importance for Kazakhstan. In recent years, a wide digital landscape has emerged in the country: school electronic environments, platforms with interactive content, university learning management systems, exam preparation services, and individual experimental AI solutions. However, the integration of artificial intelligence is still developing unevenly. In practice, platforms often remain either information repositories or testing tools, while intelligent functions - adaptive prompts, interactive assistants, difficulty analysis, and personalized task generation - are implemented in fragments and without a single methodological framework.

The problem of the research is the contradiction between the rapid spread of AI tools in education and the lack of elaboration of the principles of their institutional application in the national context. That is why it is important to consider artificial intelligence not as an abstract innovation, but as a concrete element of the educational platform embedded in the real processes of teaching, assessment, communication and student support.

The purpose of the article is to analyze the possibilities and limitations of integrating artificial intelligence technologies into modern educational platforms and to determine the conditions for their effective and safe use in the education system of the Republic of Kazakhstan.

To achieve this goal, the following tasks were solved: to clarify scientific approaches to understanding artificial intelligence in education; to determine the place of AI modules in the architecture of modern educational platforms; to characterize the digital platform landscape of Kazakhstan; to identify the pedagogical effects and risks of AI integration; to formulate practical recommendations for educational organizations.

Methods and materials. The research is analytical and review-based and is based on a combination of comparative, regulatory and pedagogical analysis. UNESCO's international recommendations on the use of generative artificial intelligence in education and scientific research, OECD materials on digital educational ecosystems and the effective use of AI in education, as well as current regulatory legal acts of the Republic of Kazakhstan regulating the field of education, digitalization and personal data protection were used as a source base.

The empirical basis of the analytical part was an overview of digital platforms widely used in Kazakhstan. The study includes solutions representing different types of platform logic: an electronic educational environment and a system of interaction between participants in the educational process (Kundelik), a content-oriented platform with interactive lessons (BilimLand), a specialized exam preparation and additional learning environment (Daryn.online), as well as a university information and educational system such as LMS (Platonus). The choice of these platforms is determined by their prevalence and representativeness for various segments of the national educational system.

The work used methods of systematization of scientific approaches, content analysis of official platform materials, functional comparison of digital services, interpretation of regulatory documents and logical and analytical generalization. It should be emphasized that the article does not pretend to present the results of a pedagogical experiment; its task is to conceptualize and compare the directions of AI integration into educational platforms. This approach avoids methodologically incorrect conclusions about "proven effectiveness" without experimental design and, on the contrary, focuses on the institutional prerequisites for high-quality technology implementation.

Results and discussion. The modern understanding of artificial intelligence in education differs markedly from early technological interpretations, in which AI was primarily thought of as a "smart program" or "electronic assistant." Today, in the scientific literature, it is considered as a set of algorithmic, analytical and generative tools capable of supporting learning, teaching and management of educational processes. An important methodological thesis that can be traced in modern international publications is that artificial intelligence should not be perceived as an autonomous subject of education. Its pedagogical value arises only when it is embedded in a meaningful learning scenario, subordinated to educational goals and controlled by a person [1; 2].

This approach is crucial for distinguishing between the two logics of digitalization. The first logic, technocratic, reduces innovation to the fact that there is a new function: a chatbot, a task generator, a recommendation system, or an automatic assessment. The second logic, pedagogical, asks how this function affects learning motivation, the depth of understanding of the material, the independence of the student, the role of the teacher and the quality of feedback. It is the second logic that makes it possible to evaluate AI not by the degree of "novelty", but by the degree of educational justification.

In the literature, four areas of AI application in education are most often identified. First, it is the personalization of learning, when the system adjusts the content, pace, or complexity of tasks to the user's needs. Secondly, intellectual support and support, including chatbots, AI mentors and hint systems. Thirdly, automation of routine processes: initial verification, sorting of requests, generation of standard materials, organizational communication. Fourth, the analysis of training data, which makes it possible to identify learning difficulties, predict the risks of lagging behind and adjust educational routes

[3; 4; 5]. However, each of these opportunities becomes an advantage only if a balance is maintained between automation and the actual cognitive activity of the student.

The influence of AI is particularly noticeable in language and competence-based learning, where prompt error correction, practice variability, and the possibility of multiple interactions without fear of evaluation are important. However, even here, international studies emphasize that conversational AI is useful not as a substitute for live pedagogical communication, but as an intermediate supportive environment that complements the teacher's work [6]. Therefore, a new generation educational platform should not dissolve pedagogical subjectivity in an algorithm, but rather enhance educational communication through more precise customization, feedback, and organizational flexibility.

The typology of educational platforms and their level of readiness for AI integration

For scientific analysis, it is not enough to talk about "educational platforms" as a homogeneous group of digital products. In practice, they differ in their functional core, type of interaction, degree of analyticity, and AI integration capabilities. In Kazakhstan, there are at least four basic types of platforms.

The first type consists of organizational and managerial training support systems. Their main function is related to the schedule, journal, homework, grades, notifications, and communication between the teacher, student, parent, and administration. This group includes Kundelik, which is positioned as a single electronic educational environment for participants in school education [7]. Such systems form the core of the digital infrastructure, as they accumulate large amounts of data on learning activity, but they do not always contain advanced AI modules.

The second type is content-oriented platforms that provide structured learning materials, interactive lessons, videos, simulators, and tests. These include BilimLand, which's official description highlights the availability of more than 40,000 interactive lessons prepared in accordance with the school curriculum and available in Kazakh, Russian and English [8]. For this type of platform, artificial intelligence is particularly promising in terms of recommendation mechanisms, adaptive sequencing of materials, and intelligent content navigation.

The third type is specialized exam preparation and additional education platforms. They are built around intense training, test practice, and progress tracking. In Kazakhstan, Daryn.online belongs to this group, offering preparation for the UNT, entrance tests and a wide range of additional courses [9]. Here, AI is able to enhance the targeting of learning: from dynamic task selection to predicting typical errors in thematic blocks.

The fourth type is university LMS and automated information systems that combine educational materials, assessment, attendance, electronic document management and services for students and teachers. Kazakh universities are characterized by the use of Platonus and other similar systems [10]. Their strength lies in their institutional embeddedness, but it is in this segment that the gap between the availability of a digital platform and the actual integration of intelligent tools is particularly noticeable.

In terms of the maturity of AI integration, educational platforms can be roughly divided into three levels. At the first level, there are systems without significant intellectual support that perform primarily accounting, administrative, and content functions. The second level includes platforms with partial analytics and adaptation elements. On the third level, there are environments where AI modules become an integrated part of user interaction: they offer hints, respond to standard queries, adjust the trajectory, form individual recommendations, and help the teacher accompany the course. Today, Kazakhstan is most characterized by a transitional stage between the first and second levels, while full-fledged AI-oriented educational platforms are still more of a project or pilot model.

Table 1. *Comparative characteristics of common educational platforms in Kazakhstan in terms of AI integration potential*

Platform	Core Function	AI Integration Potential	Key Limitations
Kundelik	Unified electronic educational environment: gradebook, assignments, communication, and academic performance analytics	Medium: strong digital infrastructure and a large volume of educational data, but limited public AI functionality	Dependence on integration quality, scalability issues in personalized services
BilimLand	Content-oriented platform with interactive lessons and multimedia resources	Medium-high: good preconditions for recommendation systems and adaptive modules	Need for locally adapted logic and built-in personalization
Daryn.online	Preparation for the UNT, video lessons, testing, courses, and test practice	High: suitable for adaptive training and intelligent task selection	Risk of shifting focus toward test drilling without deeper support for comprehension
Platonus	University LMS and automated information system	Medium: strong institutional integration, but limited AI functionality in the basic model	Need for integration with AI services while ensuring security and compliance with academic policy

Note - compiled by the author on the basis of official descriptions of platforms and analytical research materials.

An analysis of international and national materials suggests that the integration of artificial intelligence into educational platforms has at least five significant pedagogical effects. The first effect is related to personalization. A traditional digital platform often assumes a single route for all students, while AI makes more flexible support possible: the system can recommend additional materials, vary the level of difficulty, fix typical deficits, and select the next learning task not according to a formal calendar, but according to the user's actual progress.

The second effect is the acceleration and individualization of feedback. It is fundamentally important for the student not only to get a mark, but to understand exactly what the error is, why it occurred and how to fix it. In conditions of mass education, a teacher is not always able to provide such a depth of support to every student or student. AI modules embedded in the platform can partially compensate for this shortfall, especially at the stages of training, repetition, and self-testing. At the same time, it is critically important that feedback is not limited to a ready-made answer, otherwise the platform stops teaching and begins to replace educational activities.

The third effect concerns the increased availability of learning support outside of classroom hours. A chatbot or AI Tutor running inside the platform is able to answer standard questions, explain the procedure, help navigate the course, remind you of deadlines, and offer additional exercises. For students, this reduces the barrier of seeking help, especially in situations where there is a fear of error, embarrassment or lack of time.

The fourth effect is related to data analytics. If the traditional LMS only records course attendance, completed assignments, and final grades, then intelligent analytics allows for a deeper interpretation of learning behavior: to detect topics where the user is systematically hampered, predict the risk of lagging, segment queries, and see weaknesses not only in an individual student, but also in the group as a whole. Thus, artificial intelligence potentially enhances not only student subjectivity, but also teaching subjectivity, since it provides the basis for more accurate pedagogical correction.

The fifth effect is to redistribute the teacher's workload. The most routine and repetitive actions - answers to the same type of questions, initial course navigation, generation of variable exercises, reminders, technical support for simple requests - can be partially transferred to the system. However, it is important to emphasize here that we are not talking about ousting a teacher. On the contrary, properly

organized AI integration should free up the teacher's time for meaningful feedback, designing higher-level tasks, and live interaction with students [6; 11].

Along with the advantages, the scientific literature consistently highlights the limitations. One of the most serious is the risk of cognitive substitution, when a student begins to use AI not to clarify the material, but to circumvent the effort. The second limitation concerns the opacity of the algorithm: the user does not always understand what the recommendation, assessment, or response is based on. The third is a linguistic and cultural discrepancy: many AI services work better on English-language data than on local content, which is especially sensitive for Kazakh education with its bilingual and multilevel structure. The fourth is the problem of digital inequality: AI integration alone does not guarantee equal access to quality education if differences remain in technology, the Internet, and digital user training. Finally, academic integrity requires special attention: an educational platform that has generative AI embedded should not just "allow" or "prohibit" its use, but create transparent rules for acceptable use [2; 12].

Regulatory and organizational framework for implementation

The national context of Kazakhstan makes the issue of institutional and legal support for AI integration particularly important. On the one hand, the country has adopted strategic documents aimed at developing the digital environment, increasing Internet accessibility, modernizing education and developing artificial intelligence. The Concept of Artificial Intelligence Development for 2024-2029, approved in 2024, indicates a transition from the general discourse on digitalization to a more substantive understanding of AI as an independent direction of public policy [13]. In parallel, there is a Concept for the development of higher education and Science for 2023-2029, which sets the framework for the modernization of the university environment [14].

On the other hand, the current educational legislation of Kazakhstan does not yet contain a detailed special regime for regulating AI in the educational process. The law "On Education" defines the general principles of the organization of education and digital formats, but does not separately describe the status of generative systems, intelligent assistants or algorithmic solutions in assessment [15]. The law "On Personal Data and their Protection" sets the necessary requirements for data collection, processing and protection, however, in the context of AI platforms, the issue becomes broader: it is not only about data storage, but also about the transparency of their analytical use, the permissibility of transfer to third parties, the interpretation of traces of educational activity and the boundaries of automated solutions [16].

International documents in this part offer important guidelines. UNESCO consistently insists on a human-centered approach, the need for ethical expertise, the protection of students' rights, and the age relevance of AI tools [2; 12]. The OECD, in turn, emphasizes that the real effect of digital transformation depends not so much on the availability of a separate tool, but on the quality of the entire ecosystem: teacher training, data usage rules, managerial coordination and transparent "rules of the game" for all participants [4; 5].

For Kazakhstani educational organizations, this means the need to move from fragmented implementation of services to an institutional policy. Every school or university using AI solutions objectively needs at least four basic documents and procedures: a local regulation on the use of AI in teaching; rules for the academically acceptable and unacceptable use of generative systems; a standard for working with data and digital security; and a teacher training program on the pedagogically correct use of AI. Without such an infrastructure, even a technically high-quality platform can create more organizational and ethical problems than real educational benefits.

Practical guidelines for educational organizations

A comparative analysis has shown that Kazakhstan already has a platform base on which AI modules can be implemented without destroying the existing digital infrastructure. In other words, the issue today is not to create a digital environment "from scratch", but to add a high-quality add-on. The most realistic scenario in the coming years is the integration of artificial intelligence into already functioning platforms through a set of application modules: intelligent course navigation, first-line chat assistants, recommendation mechanisms, language and written feedback tools, modules for generating training tasks and analyzing learning difficulties.

However, the practical effectiveness of such integration depends on compliance with several principles. First, AI should be integrated into the platform as a pedagogical tool, not as a decorative innovation. Secondly, the user must understand the limits of acceptable use: where artificial intelligence can help, and where it should not replace independent action. Thirdly, the data on which the system operates must be minimally necessary, protected and legally legitimately processed. Fourth, the quality of AI integration in Kazakhstan will largely be determined by the development of local content, primarily in the Kazakh language, as well as the adaptation of services to real-world training programs rather than abstract global scenarios.

The changing role of the teacher deserves special attention. In the context of platformization and AI integration, the teacher ceases to be the main "information translator", but his professional importance does not decrease. On the contrary, the value of the teacher increases as a designer of the learning environment, an interpreter of results, an organizer of critical thinking, a moderator of academic integrity and a person who sets the boundaries of responsible use of technology. Therefore, the digital transformation of education requires not the displacement of the teacher, but an increase in the level of his digital pedagogical competence.

Conclusion. The analysis allows us to draw several generalizing conclusions. Firstly, the integration of artificial intelligence into modern educational platforms is a natural stage in the development of digital education and meets international trends in personalization, adaptability, and enhanced analytical support for learning. Secondly, this integration is especially relevant for Kazakhstan due to the already formed platform infrastructure, the development of state digital policy and the increased demand for flexible educational formats.

However, artificial intelligence should not be considered as an independent solution to all educational problems. Its potential is realized only if AI is embedded in the platform in the logic of a pedagogical scenario, rather than a technological goal in itself. The most productive model is one in which artificial intelligence enhances the educational platform, but does not replace the teacher, does not destroy educational autonomy and does not reduce the requirements for independent intellectual work of the student.

Thirdly, in the national context, the main conditions for high-quality AI integration are institutional regulation, personal data protection, the development of locally adapted content, teacher training and the formation of understandable rules of academic integrity. Without these conditions, the introduction of artificial intelligence risks remaining either a formal digital innovation or a source of new educational and ethical problems.

Thus, the prospects for using artificial intelligence in Kazakhstan's educational platforms are not related to replacing human participation, but to creating a more flexible, analytically equipped and pedagogically managed digital environment. It is advisable to focus further research on the empirical assessment of individual AI modules in specific disciplines, the study of the perception of such systems by teachers and students, as well as the development of national methodological standards for the responsible use of artificial intelligence in education.

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*Сариева Т.К.¹ , Балкибекова Қ.А.² , Ашимова Т.С.³ 

^{1,2}ЮКУ им. М.Ауэзова

³Высшая школа «Информационных технологий и энергетики»
Шымкент, Казахстан

*e-mail: sariyeva.tolkyn@mail.ru

e-mail: karakoz.balkibekova@mail.ru

e-mail: tolkyn_ashimova@mail.ru

ПЕРЕХОД ВУЗОВ И ШКОЛ КАЗАХСТАНА НА КАЗАХСКИЙ ЯЗЫК КАК ОСНОВНОЙ ЯЗЫК ПРЕПОДАВАНИЯ: СОЦИОЛИНГВИСТИЧЕСКИЙ, ОБРАЗОВАТЕЛЬНЫЙ И ПОЛИТИКО-ПРАВОВОЙ АНАЛИЗ

Аннотация

В статье представлен комплексный анализ процесса перехода системы среднего и высшего образования Республики Казахстан на казахский язык как основной язык преподавания. Цель данной статьи – провести междисциплинарный анализ процесса перехода образования на казахский язык, выявив его социолингвистические предпосылки, политико-правовые рамки и образовательные последствия. В социолингвистическом аспекте рассматривается динамика языковой ситуации и влияние политики казахизации на идентичность. Политико-правовой анализ выявляет эволюцию законодательной базы – от Конституции до профильных Госпрограмм. В образовательном аспекте акцент сделан на кадровом обеспечении, качестве учебников и результатах внедрения полиязычия. На основе теоретических подходов (Дж. Фишман, Б. Спольски, Н. Хорнбергер) и эмпирических данных авторы приходят к выводу о наличии институциональных и методических барьеров, требующих перехода от количественного расширения к качественному содержанию языковой политики.

Ключевые слова: языковая политика, казахский язык, образование, полиязычие, социолингвистика, Республика Казахстан, реформа образования

БІЗДІҢ АВТОРЛАР

Абдиева Гульнара Муратбаевна – Абай атындағы Қазақ ұлттық педагогикалық университетінің орыс тілі мен әдебиеті кафедрасының докторанты, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0001-6929-0980>, e-mail: abdiyeva_gulnara@mail.ru

Лысенко Нина Константиновна – Махамбет Өтемісұлы атындағы Батыс Қазақстан университетінің аға оқытушысы, магистр, ORCID: <https://orcid.org/0009-0006-2797-0893>, e-mail: lissenkon2010@yandex.kz

Доукариева Улдай Кабаханқызы – филология ғылымдарының кандидаты, доцент, Батыс Қазақстан инновациялық-технологиялық университеті, ORCID: <https://orcid.org/0009-0004-3642-1576>, e-mail: uldevr@mail.ru

Мустояпова Айнаш Токушқызы – филология ғылымдарының кандидаты, Қарағанды университетінің орыс тілі мен әдебиеті кафедрасының доценті. Е.А. Букетова, Қарағанды, Қазақстан, ORCID: <https://orcid.org/0000-0001-5658-9844>, e-mail: mustoyanova2017@gmail.com

Цыренжапова Галина Гомбоевна – Халықаралық инженерлік-технологиялық университетінің әлеуметтік, гуманитарлық ғылымдар және әлем тілдері кафедрасының доценті, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0005-0218-8945>, e-mail: gtsyren7@gmail.com

Нурмолдаев Дарын Муратович – Халықаралық инженерлік-технологиялық университеті, педагогика ғылымдарының магистрі, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-3002-7357>, e-mail: darynmyn@gmail.com

Байбол Әлібек Уәлиханұлы – магистр, орыс тілі мен әдебиет кафедрасының оқытушы, Абай атындағы Қазақ ұлттық педагогикалық университеті Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0003-0901-1200>, e-mail: Alibek.17@inbox.ru

Бекенова Динара Усербаевна – Алматы технологиялық университетінің мемлекеттік және шетел тілдері кафедрасының ассистент профессоры, педагогика ғылымдарының кандидаты, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0002-4810-4891>, e-mail: gulshat.serikbaeva88@gmail.com

Серикбаева Гульшат Жапарғалиевна – Алматы технологиялық университетінің мемлекеттік және шетел тілдері кафедрасының ассистент профессоры, педагогика ғылымдарының кандидаты, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0003-0277-7991>, e-mail: gulshat.serikbaeva88@gmail.com

Аухадиева Зауреш Жумабаевна – филология ғылымдарының кандидаты, Алматы технологиялық университетінің қауымдастырылған профессоры, филология ғылымдарының кандидаты, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0003-2543-3753>, e-mail: zauresh.59@mail.ru

Қапасова Дариға Арманқызы – филология ғылымдарының кандидаты, Нұр-Мұбарак Египет ислам мәдениеті университетінің доценті, Алматы қ., Қазақстан, ORCID: <https://orcid.org/0000-0002-7552-4728>, e-mail: assyl99_kz@mail.ru

Чекина Елена Брониславовна – әл-Фараби атындағы Қазақ ұлттық университетінің аға оқытушысы, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-7538-4852>, e-mail: elena.chekina@bk.ru

Жаксыбаева Венера Анваровна – п.ғ.к., Нұр-Мұбарак Египет ислам мәдениеті университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0008-3401-5282>, e-mail: veneradzh@mail.ru

Жаксыбаева Венера Анваровна – педагогика ғылымдарының кандидаты, Нұр-Мұбарак Египет ислам мәдениеті университеті, Қазақстан, Алматы, ORCID: <https://orcid.org/0009-0008-3401-5282>, e-mail: veneradzh@mail.ru

Оңғар Үміт – магистрант, Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан; ORCID: <https://orcid.org/0009-0007-0035-8140>, e-mail: umitongar0@gmail.com

Сариева Толқын Қуанышқызы – магистр, филология факультетінің "Журналистика және қазақ тілі" кафедрасының аға оқытушысы, М. Әуезов атындағы Оңтүстік Қазақстан зерттеу университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0009-0000-5811-2548>, e-mail: sariyeva.tolkyn@mail.ru

Балқибекова Қаракөз Амангелдіқызы – филология факультетінің "Журналистика және қазақ тілі" кафедрасының аға оқытушысы, М. Әуезов атындағы Оңтүстік Қазақстан зерттеу университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0009-0008-3861-4725>, e-mail: karakoz.balkibekova@mail.ru

Әшімова Толқын Советқалиқызы – "техникалық мамандықтарға арналған шет тілі" кафедрасының аға оқытушысы, "Ақпараттық технологиялар және энергетика" Жоғары Мектебі, М. Әуезов атындағы Оңтүстік қазақстан зерттеу университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0009-0008-5351-8838> e-mail: tolkyn_ashimova@mail.ru

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

Текжанов Қайрат Мұхамедхафизович - филология ғылымдарының кандидаты, профессор, Педагогика жоғары мектебі, Әлкей Марғұлан ат. Павлодар педагогикалық университеті, Павлодар, Қазақстан, ORCID: 0009-0000-5133-1051, e-mail: tekzhanov.kairat@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

НАШИ АВТОРЫ

Абдиева Гульнара Муратбаевна – докторант кафедры русского языка и литературы, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0001-6929-0980>, e-mail: abdiyeva_gulnara@mail.ru

Лысенко Нина Константиновна – старший преподаватель, магистр, Западно-Казахстанский университет имени Махамбета Утемисова, ORCID: <https://orcid.org/0009-0006-2797-0893>, e-mail: lissenkon2010@yandex.kz

Доукариева Улдай Кабаханқызы – филология ғылымдарының кандидаты, доцент, Батыс Қазақстан инновациялық-технологиялық университеті, ORCID: <https://orcid.org/0009-0004-3642-1576>, e-mail: uldevr@mail.ru

Мустояпова Айнаш Токушевна – кандидат филологических наук, доцент кафедры русского языка и литературы, Карагандинский университет им. Е.А. Букетова, г.Караганда, Казахстан, ORCID: <https://orcid.org/0000-0001-5658-9844>, e-mail: mustoyanova2017@gmail.com

Цыренжапова Галина Гомбоевна – ассоциированный профессор кафедры «Социально-гуманитарные дисциплины и мировые языки», Международный инженерно-технологический университет, Алматы, Казахстан ORCID: <https://orcid.org/0009-0005-0218-8945>, e-mail: gtsyren7@gmail.com

Нурмолдаев Дарын Муратович – магистр педагогических наук, Международный инженерно-технологический университет, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-3002-7357>, e-mail: darynmyn@gmail.com

Байболов Алибек Уалиханович – магистр, преподаватель кафедры русского языка и литературы, Казахский национальный педагогический университет имени Абая Алматы, Казахстан, ORCID: <https://orcid.org/0000-0003-0901-1200>, e-mail: Alibek.17@inbox.ru

Бекенова Динара Усербаевна – кандидат педагогических наук, ассистент-профессор кафедры государственного и иностранных языков Алматинского технологического университета, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0002-4810-4891>, e-mail: dinara.bekenova20@gmail.com

Серикбаева Гульшат Жапарғалиевна – кандидат педагогических наук, ассистент-профессор Алматинского технологического университета, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0003-0277-7991>, e-mail: gulshat.serikbaeva88@gmail.com

Аухадиева Зауреш Жумабаевна – кандидат филологических наук, ассоциированный профессор Алматинского технологического университета, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0003-2543-3753>, e-mail: zauresh.59@mail.ru

Капасова Дарига Армановна – кандидат филологических наук, ассоц. профессор, Египетский университет исламской культуры Нур-Мубарак, Казахстан, Алматы, ORCID: <https://orcid.org/0000-0002-7552-4728>, e-mail: assyl99_kz@mail.ru

Чекина Елена Брониславовна – старший преподаватель кафедры, Казахский национальный университет имени аль-Фараби, Казахстан, Алматы, ORCID: <https://orcid.org/0000-0002-7538-4852>, e-mail: elena.chekina@bk.ru

Джаксыбаева Венера Анваровна. – кандидат педагогических наук, Египетский университет исламской культуры Нур-Мубарак, Казахстан, Алматы, ORCID: <https://orcid.org/0009-0008-3401-5282>, e-mail: veneradzh@mail.ru

Онгар Умит – магистрант, Казахский национальный университет имени Аль-Фараби, Алматы, Казахстан; ORCID: <https://orcid.org/0009-0007-0035-8140>, e-mail: umitongar0@gmail.com

Сариева Толкын Куанышевна – магистр наук, старший преподаватель кафедры «Журналистика и казахский язык» филологического факультета, Южно-Казахстанский

исследовательский университет имени М. Ауэзова, Шымкент, Казахстан, ORCID: <https://orcid.org/0009-0000-5811-2548>, e-mail: sariyeva.tolkyn@mail.ru

Балкибекова Каракоз Амангельдиевна – старший преподаватель кафедры «Журналистика и казахский язык» филологического факультета, Южно-Казахстанский исследовательский университет имени М. Ауэзова, Шымкент, Казахстан, ORCID: <https://orcid.org/0009-0008-3861-4725>, e-mail: karakoz.balkibekova@mail.ru

Ашимова Толкын Советкалиевна – старший преподаватель кафедры «Иностранный язык для технических специальностей», Высшая школа «Информационных технологий и энергетики», Южно-Казахстанский исследовательский университет имени М. Ауэзова, Шымкент, Казахстан, ORCID: <https://orcid.org/0009-0008-5351-8838>, e-mail: tolkyn_ashimova@mail.ru

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

Текжанов Қайрат Мухамедхафизович – кандидат филологических наук, профессор, Высшая школа педагогики, Павлодарский педагогический университет им. Әлкей Марғұлан, Павлодар, Казахстан, ORCID: [0009-0000-5133-105](https://orcid.org/0009-0000-5133-105), e-mail: tekzhanov.kairat@mail.ru

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

OUR AUTHORS

Abdiyeva Gulnara Muratbayevna – Doctoral student of the Department of Russian Language and Literature, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0001-6929-0980>, e-mail: abdiyeva_gulnara@mail.ru

Lysenko Nina Konstantinovna – Senior Lecturer, Master of Education, Makhambet Utemisov West Kazakhstan University, ORCID: <https://orcid.org/0009-0006-2797-0893>, e-mail: lissenkon2010@yandex.kz

Doukariyeva Uldai Kabakhanovna – Candidate of Philological Sciences, Associate Professor, West Kazakhstan Innovative and Technological University, ORCID: <https://orcid.org/0009-0004-3642-1576>, e-mail: uldevr@mail.ru

Mustoyapova Ainash – Candidate of Philological Sciences, Associate Professor of the Department of Russian Language and Literature, Karaganda University named after E.A. Buketov, Karaganda, Kazakhstan, ORCID: <https://orcid.org/0000-0001-5658-9844>, e-mail: mustoypova2017@gmail.com

Tsyrenzhapova Galina Gomboevna – Associate Professor, Department of Social Sciences, Humanities, and World Languages, International Engineering and Technology University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0005-0218-8945>, e-mail: gtsyren7@gmail.com

Nurmoldayev Daryn Muratovich – Master of Pedagogical Sciences, International Engineering and Technology University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-3002-7357>, e-mail: darynmyn@gmail.com

Baibolov Alibek Ualikhanovich – master, lecturer of Russian language and literature department, Abai Kazakh National Pedagogical University, ORCID: <https://orcid.org/0000-0003-0901-1200>, e-mail: Alibek.17@inbox.ru

Bekenova Dinara Userbayevna – Candidate of Pedagogical Sciences, Assistant Professor of the Department of State and Foreign Languages, Almaty Technological University, Almaty, Kazakhstan. ORCID: <https://orcid.org/0000-0002-4810-4891>, e-mail: dinara.bekenova20@gmail.com

Serikbayeva Gulshat Zhapargaliyevna – Candidate of Pedagogical Sciences, Assistant Professor of the Department of State and Foreign Languages, Almaty Technological University, Almaty, Kazakhstan. ORCID: <https://orcid.org/0000-0003-0277-7991>, e-mail: gulshat.serikbaeva88@gmail.com

Aukhadiyeva Zauresh Zhumabaevna – Candidate of Philological Sciences, Associated Professor of the Department of State and Foreign Languages, Almaty Technological University, Almaty, Kazakhstan. ORCID: <https://orcid.org/0000-0003-2543-3753>, e-mail: zauresh.59@mail.ru

Kapasova Dariga Armanovna – Candidate of Philological Sciences, Associate Professor, Nur-Mubarak Egyptian University of Islamic Culture, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-7552-4728>, e-mail: assyl99_kz@mail.ru

Chekina Elena Bronislavovna – Senior Lecturer, Al-Farabi Kazakh National University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-7538-4852>, e-mail: elena.chekina@bk.ru

Dzhaksybayeva Venera Anvarovna – Candidate of Pedagogical Sciences, Nur-Mubarak Egyptian University of Islamic Culture, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0008-3401-5282>, e-mail: veneradzh@mail.ru

Ongar Umit – master's student, Al-Farabi Kazakh National University, Almaty, Kazakhstan; ORCID: <https://orcid.org/0009-0007-0035-8140>, e-mail: umitongar0@gmail.com

Sarieva Tolkyn Kuanyshevna – Master of Science, Senior Lecturer at the Department of Journalism and the Kazakh Language, Faculty of Philology, M. Auezov South Kazakhstan Research University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0009-0000-5811-2548>, e-mail: sariyeva.tolkyn@mail.ru

Balkibekova Karakoz Amangeldievna – Senior Lecturer at the Department of Journalism and the Kazakh Language, Faculty of Philology, M. Auezov South Kazakhstan Research University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0009-0008-3861-4725>, e-mail: karakoz.balkibekova@mail.ru

Ashimova Tolkyn Sovetkalievna – Senior Lecturer at the Department of "Foreign Language for Technical Specialties", Higher School of Information Technology and Energy, M. Auezov South Kazakhstan Research University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0009-0008-5351-8838>, e-mail: tolkyn_ashimova@mail.ru

Saurbayev Rishat Zhurkenovich – Candidate of Philological Sciences, Professor, Department of Foreign Philology, Toraighyrov University, Pavlodar, Kazakhstan. ORCID: <https://orcid.org/0000-0003-1419-736>, e-mail: rishat_1062@mail.ru

Tekzhanov Kairat Mukhamedhafizovich – Candidate of Philology, Professor, Higher School of Pedagogy, Pavlodar Pedagogical University named after Alkey Marghulan, Pavlodar, Kazakhstan, ORCID: 0009-0000-5133-1051, e-mail: tekzhanov.kairat@mail.ru,

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