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TRAINING FOR FOREIGN STUDENTS IN COMMUNICATIVE DIRECTION

Abstract

The article deals with the issue of teaching foreign students in the communicative direction. When organizing the educational process, communicative or non-communicative types of students are mentioned. Teaching foreign students in the communicative direction is to ensure effective contact with the environment.

E.I. Passov offers five ways of communicative learning to communicate: 1. Speaking is the desire for mental activity. 2. Privatization position. 3. Functional position. 4. The position of the situation. 5. Innovative position. Each of these positions was analyzed. In speech etiquette, the teacher plays the role of a conductor who teaches the order of conversation, establishing contact with interlocutors, paying attention to the national specific stereotype accepted and fixed in society. In order to be able to communicate in different situations, a foreign student must get used to listening, watching and performing various audio and video tasks. For this, types of work with audio and video tasks are shown. It is said that when a teacher gives dialogues and

situations to Indian and Pakistani students, they can increase their interest by quoting them from a group of words in their own language, examples are given. Emphasis is placed on the peculiarities of ethical norms and work ethics in the formation of communication skills among foreign students in accordance with their professions. When teaching foreign students in the communicative direction, the effectiveness of studying integration subjects separately by modules is noted.

Keywords: foreign students, communicative orientation, training, scientific work, conversational activity, educational process, speech etiquette, environment.

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ШЕТЕЛ СТУДЕНТТЕРІН КОММУНИКАТИВТІК БАҒЫТТА ОҚЫТУ

Аннотация

Мақалада шетелдік студенттерге коммуникативтік бағытта оқыту мәселесі қарастырылған. Оқу үдерісін ұйымдастыру барысында студенттердің коммуникативті немесе коммуникативті емес типтері аталады. Шетел студенттерін коммуникативтік бағытта оқыту – қоршаған ортамен нәтижелі байланысқа түсуін қамтамасыз ету болып табылады.

Е.И. Пассов қарым-қатынас жасауға коммуникативтік оқытудың бес жолын ұсынады: 1. Сөйлеу – ойлау белсенділігі ұстануы. 2. Жекешелендіру ұстанымы. 3. Функциональдық ұстанымы. 4. Жағдаят ұстанымы. 5. Жаңашылдық ұстанымы. Осы ұстанымдар әрқайсысына талдау жасалды. Оқытушы сөйлеу этикетінде сөйлесім тәртібін, сұхбаттасушылармен байланыс орнатуды, қоғам қабылдаған және тағайындаған ұлттық ерекше стереотипке мән бергізуді үйрететін бағыт беруші рөлін атқарады. Шетел студенті түрлі жағдайда коммуникацияға түсе алу үшін түрлі аудио, видеолардағы тапсырмаларды тындап, көріп, орындауға дағдылануы керек. Ол үшін аудио, видео тапсырмаларымен жұмыс түрлері көрсетіледі. Оқытушы үнді, пакистан студенттеріне диалог, жағдаятты бергенде олардың ана тіліндегі сөздер тобынан келтіріп, қызығушылықтарын арттыра алатыны айтылады, мысалдар келтірілген. Шетел білім алушыларына мамандықтарына сәкес коммуникативтік дағдыны қалыптастыруда этикалық нормалар мен жұмыс этикасындағы ерекшеліктерге баса назар аударту болып табылады. Шетел студенттерін коммуникативтік бағытта оқытуда интеграциялық пәндер модульдер бойынша бөлініп оқылуының тиімділігі аталады.

Түйін сөздер: шетел студенттері, коммуникативтік бағыт, оқыту, ғылыми еңбектер, сөйлесім әрекеті, оқу үдерісі, сөйлеу этикеті, орта.

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ОБУЧЕНИЕ ИНОСТРАННЫХ СТУДЕНТОВ КОММУНИКАТИВНОЙ НАПРАВЛЕННОСТИ

Аннотация

В статье рассматривается вопрос обучения иностранных студентов в коммуникативном направлении. При организации учебного процесса упоминаются коммуникативные или некоммуникативные типы учащихся. Обучение иностранных студентов в коммуникативном направлении заключается в обеспечении эффективного контакта с окружающей средой.

Е.И.Пассов предлагает пять способов коммуникативного обучения общению: 1. Говорение есть стремление к мыслительной деятельности. 2. Приватизационная позиция. 3. Функциональная позиция. 4. Позиция ситуации. 5. Инновационная позиция. Каждая из этих позиций была проанализирована. В речевом этикете преподаватель играет роль проводника, который учит порядку разговора, установлению контакта с собеседниками, обращая внимание на принятый и закрепленный в обществе национальный специфический стереотип. Для того чтобы уметь общаться в разных ситуациях, иностранный студент должен привыкнуть слушать, смотреть и выполнять различные аудио– и

видеозадания. Для этого показаны виды работы с аудио– и видеозаданиями. Говорят, что когда учитель дает диалоги и ситуации индийским и пакистанским ученикам, они могут повысить их интерес, цитируя их из группы слов на своем родном языке, приводятся примеры. Делается акцент на особенностях этических норм и трудовой этики при формировании коммуникативных навыков у иностранных студентов в соответствии с их профессиями. При обучении иностранных студентов по коммуникативному направлению отмечается эффективность изучения интеграционных предметов отдельно по модулям.

Ключевые слова: иностранные студенты, коммуникативная направленность, обучение, научные работы, разговорная деятельность, учебный процесс, речевой этикет, среда.

Introduction. The focus should be on the systematic and meaningful organization of the process of teaching foreign students of a communicative orientation. Communication must be active. Of great importance in the process of organizing the educational process is the distinction between students by communicative or non-communicative types. Introverts belonging to the communicative type (extroverts, easily entering into communication, prone to group activities, teamwork, participating in role-playing games with pleasure, actively showing motivation) or not communicative (introverts, prone to analyzing material, prone to independent implementation of the rules, tasks, reluctant to communicate, afraid to make mistakes, unlike verbal work, has its own characteristics of working with students who prefer to perform educational, written tasks).

Given these features, in the process of teaching students from far abroad there are many difficulties. And the fact that they came from another state and adapted takes a lot of time. According to the ethnopsychological characteristics of students in India and Pakistan, one can see that the vast majority belong to the uncommunicative type. To do this, it is necessary to take into account the peculiarities of the Eastern mentality when working with Indian students. Teachers and methodologists working with students from Asian countries note that restraint in communication is considered a special quality and that students are used to talking only after the teacher. At the same time, of course, it is worth noting the similar aspects of the culture of the Kazakh society with the Indian one. The roots of relations between the two countries go back to the territory of modern Kazakhstan, when the Saka tribes went to India and founded a powerful empire there. Some sources claim that Buddha Gautama, the spiritual teacher and founder of Buddhism, comes from the Saka tribe, which means "Shakyamuni" (Sakyamuni), which means "the most intelligent of the Shakyas (Sakas)". The people of India are closely associated with a strict caste hierarchy of moral and social obligations to society. These ethnopsychological characteristics of Indian students do not allow them to be the first to start a conversation or actively participate in collective discussions, discussions, quickly complete tasks and quickly make any decisions [1].

Materials and methods. Methodists who adhered to the communicative orientation E.I. Passov, A.A. Leontiev, V.G. Kostomarov, A.N. Shchukin, M.N. Vyatyutnev, G.A. Kitaigorodskaya, G.V. Rogova, I.Zimnyaya, V.A. Skalkin, B.A. Lapidus, D.Himes N.I. Gez, E.P. Shubin, I.L. Beam and others. E.I. Passov: "the problem of organizing educational material in the communicative sphere is still considered only in theoretical terms and within the framework of its problems related to teaching speaking activity. And the implementation of the communicative method at all levels in relation to all types of speech activity has not yet been resolved", [2] – emphasizes the relevance of this problem.

Therefore, now the task is to promote the development of the communicative method at all levels, hone the methodological skills of teachers in this direction and achieve concrete results. L.I. Bim believes: "The communicative method of teaching foreign languages in practice, the general communicative orientation of language teaching should be aimed at the end result, that is, at the formation of a comprehensively developed, educated personality, ready to use a foreign language as a means of communication, a means of establishing mutual understanding between peoples "[3]. That is why training in a communicative orientation aims to involve the individual in communication in various speech situations, i.e., the acquisition of communicative competence. I.A. Zimnyaya defines competence as "internal, potential, hidden psychological neoplasms: knowledge, ideas, programs of action, systems of values and relations, which are then determined by the competence of a person "[4], Yesin Illeri in his work "Turkish as a foreign language" argues that individuals communicate with others in the place of language activity and in their free time-gives review of the history of foreign language teaching methods, gives the following characteristics of the communicative-pragmatic method. A foreign language is a means of communication, that is, communication, communication. And communication consists of such components as the speaker and the listener, their own role in communication and their relationship to each other, as well as a given situation, a mental speech act. At the same time, in the

process of teaching a language, it is not the educational material that occupies an important place, but the process of learning the language and the student, who is the subject of this process [5]. According to the author, the purpose of a foreign language lesson is to develop communication skills and abilities, as well as listening and understanding skills. Each topic should be transformed into a daily skill with various tasks built on the types of communicative, that is, communicative activities.

Professor Orazbayeva F.Sh., who first developed the scientific substantiation of the methodological approach in Kazakh linguistics, left the methodological system of aspects of the processes of reading, listening, writing, pronunciation, communication associated with the mechanisms of speech and thinking. Scientist: "a method of communication is a method that is implemented through direct communication between a student and a teacher; it consists of a system of basic features and principles inherent in linguistic and methodological categories that form the manner of speech in a certain language; a method that combines effective ways of teaching a language and embodies language into life as a means of communication "[6]. According to K. Kadasheva, the use of active methods is not obtaining ready-made knowledge, but teaching independent search, alternating interaction between the teacher and the student, giving way to student activity [7]. indicates that pedagogical skill is becoming a process that requires great research and learning.

Research result. The opinion of scientists is that the teaching of foreign students of a communicative orientation should consist of a harmonious combination of various methods and techniques. It is implemented in a scientific form of teaching, that is, the teacher should have an idea of how to teach in the game, why to teach in this way. It is necessary to closely link with the scientific concept of how to teach with an effective learning strategy, that is, to seek answers to questions about through which processes, through which methods, through which means of teaching, how to organize learning, what factors need to be taken into account. At the same time, the results of experiments and studies show that the content of education and teaching methods need to be updated.

Passov E.I. offers five ways of communicative learning to communicate: 1. speech and mental activity. 2. privatization position. 3. functional position. 4. situational position. 5. Position of novelty [2]. Considering the first position, we speak, we pass the game to each other, we communicate something definite, we understand, we exchange opinions, we try to understand the game of the other. Foreign citizens learn to express their attitude to what is happening, to substantiate and defend their opinion. In the educational process, foreign students adapt to new relationships, trying to comprehend and comprehend the curriculum, environment, cultural values of another country. It is especially important for the teacher to pay attention to the personal requirements of foreign students, i.e., mastering speech etiquette and developing the ability to think and speak in various situations. In speech etiquette, the teacher must take into account the order of communication, communication with interlocutors, the national specific stereotype accepted and imposed by society. It is necessary to familiarize yourself with the ethics of the Internal Regulations Code of the educational institution, the requests contained in it, apologies, forms of address adopted in various situations, intonation features that characterize polite speech, etc. start from the first day. After all, psychological discomfort associated with an incomplete gesture or facial expressions, involuntary violation of the norms of politeness, misunderstanding of the interlocutor's intentions, as well as stereotypes and many other communication disorders associated with an individual nation, also interfere with the student's successful communication. Therefore, educational material on the communicative orientation of foreign students is given as a fact of any phenomenon, event, book, Rule, sign, etc. or a proverb, a speech pattern, a compound word, a special sound, etc., the culture of another people. This is important so that a foreign student can express his thoughts, create life needs. Therefore, they are also important in improving the literacy of writing, reading, speech, communication, and listening, since they are prerequisites for teaching communicative orientation as the main types of speech activity. Rising in speech to the rank of involved persons, its versatility, complexity have formed different points of view on the issue of giving it a definition. These issues are considered in the works of A.Margaryan, E.Yurieva, E.I. Passov.

The second position, the position of personality-oriented attitude. Impersonal speech is not realized, speech is always individual. Any person differs from other people by his natural qualities (life experience, value orientations, emotions, interests, etc.). Collaborative learning proposes to take into account such personal characteristics of the language learner, since only in this way can a communication situation be created. Participatory, individual-tailored classes will be productive, moving away from the principles of traditional learning. Starting with articulation training work with foreign students, attention should be paid to interests, knowledge, national characteristics, and most importantly, the specifics of the chosen profession. Articulation training is a preparatory stage for setting and practicing sound. The purpose of the articulation exercise is to bring the speech apparatus into the correct movement for the correct pronunciation of the sound and hold the

tongue in a certain position, turning a simple movement into complex ones. Each lesson, the work of the teacher with each student, the group on the repetition of individual sounds, the repetition of phrases makes it possible to have a clear sound.

The next foreign student should get used to listening, watching and doing tasks in various audio, video, so that he can communicate as a communicator. About this, Zamyatkin proposed his method of independent study of a foreign language. Zamyatkin, who worked for many years at the Institute of Foreign Languages of the US Department of Defense in Monterey, points to Nikolai Fedorovich's method of starting with a language matrix. Audio courses consist of interesting dialogues. Listen to the audio course and repeat the dialogue. The language matrix is an audio recording with monologues, dialogues, a set of various texts. The text should not be voluminous, small, the content should consist of frequently spoken words. It is desirable that each rounded text be listened to several times a day for several hours over several days (ideally, at least 3 hours a day should be allocated to learning the language). The language learner then begins to listen attentively again, following the text for several days. Now the text should be read aloud for several hours over several days and as loudly as possible. Thus, a matrix of 25-30 rounded texts is created [8]. The effectiveness of such work allows students of medical specialties to use medical terms, phrases, interviews between a doctor and a patient, situation reports. Tasks on Audio, video, firstly, help in becoming a doctor with great responsibility, thoughtfulness, and the ability to make decisions quickly. Secondly, ethical communication between doctor and patient. The solution of situational problems creates a need for the study of evidence-based textbooks and manuals, scientific papers.

Third position, functional (applied) position. Speech activity has lexical, grammatical, phonetic aspects. These three are closely related in the speech process. The implication of this is that a word cannot be learned apart from the form in which it is used. According to the functional position, both words and similar grammatical forms are mastered in the process of speech activity. While in the traditional translation-grammar method the linguistic basis comes to the fore, and language learning is carried out by teaching the language on the basis of a systematic and structural basis, language units in the Connected Direction are selected depending on whether they are used for certain speech purposes on functional basis. V.S. Korostelev, who specially studied the problem of the functional study of the vocabulary of a foreign language, said: "functionally, this means mastering what serves and how it serves in the process of oral and written communication," adding: "in the communicative method of teaching communication in a foreign language, the leading the role is played by the functional principle," indicates that [9]. Based on the opinion of the scientist, the teacher can teach Indian, Pakistani students to memorize words, giving examples from a group of words in their native language, in order to increase their interest in dialogue, situations. In Kazakh and Urdu has many common words with the same meaning. In *Kazakh-Urdu*: айна-*ayna*, базар-*bazar*, дос-*dos*, анар-*anar*, қағаз-*qagaz*, пияз-*piyaz*, шай-*chai*, жұма-*juma*, дүние-*dunya*, кітап-*kitab*, сәлем-*salam*, қала-*shahar*, тез-*tez*, тақта-*tahta*, қалам-*kalam*, сабақ-*sabak*, таза-*taza*, медресе-*medrasa*, тақия-*takiya* (Noun meaning youth.) бала-*bala* (cricket means stick to play), тез-*tez*, мысалы-*misaly*, ұстаз-*ustad*, дұрыс-*durysty*, уақыт-*uakyt*, емтихан-*emtihan*, ғимарат-*gimarat*, хабар-*habar*, рақмет-*rahmat*, аспан-*asman*, шалбар-*shalbar* (national clothes, Trousers with wide legs), қамзол-*kamiz* (clothes for girls), бес-*bech* (means twenty), мүмкін-*mumkin*, екі-*eik* (means one), махаббат-*marhabat* (in Kazakh language marhabat-please) e.t.c.; Russian-Hindi: арбуз-*tarbuz*, кофе-*kofe* e.t.c. This group of words is part of the Arap language in both Kazakh and Urdu. The Indian languages themselves include Veda, Sanskrit, Mesopotamian, Kohneund, Prakrit including Pali etc. (dead languages) and Hind, Bihar, Marathi, Oriya, Bengali, Assamese, Sinhala, Sindh, Rajasthan, Gujarat, Bhil, Khandesh, Nepal, Garhwal, Parya, Romani (living languages) languages.

The fourth position, the position of the role-based organization of the educational process in a situational or maximally motivating educational situation. A fundamentally important thing is to sort and organize the material based on situations and communication problems that are of interest to a language learner at any age. The need for case-based learning is recognized by many methodologists, but everyone understands it differently. With the help of the language of the host state, it is necessary to study the environment, to be able to use it. Situations, of course, should include issues closely related to personal life and activities. Elements of communicative situations man and environment. The role of people is very important because they have the ability to start, maintain and end a conversation. As for the environment, it not only shows the year, time and characteristics of the space in which the conversation takes place, but also shows the suitability of the environment for a particular comment. Because – depending on the place and moment – the interpretation and meaning of the message can change.

There are two types of communication situations: structural and non-structural. The former are characterized by the coverage of planned events, while the latter show stories that arise spontaneously and occur daily. In structural-planned communicative situations, foreign students most of all do not get into trouble on the part of the administration, the teacher. In the second case, there are numerous troubles (in the store, on transport, etc.), the solution of which lies in communication with domestic students, mobilization in curatorial work for intra-university, city joint events, etc.

Fifth position, position of novelty. First of all, this is the novelty of the speech situation, which is expressed in various lesson structures (the subject of communication, the problem under discussion, the interlocutor, the conditions of communication, etc.). These are the novelty of the material used (the volume and content of the information presented), the novelty of the lesson organization (interactive teaching methods) and the variety of visual effects offered using information and communication tools. The position of the novelty of education in the subject area suggests that the existing content and structure of education are always focused on linguistic, didactic, scientific, methodological, practical innovations and are effectively included in the educational process in a timely manner.

Focusing on ethical norms and features of work ethics in the formation of communication skills for foreign students corresponding to their specialties. Students studying in the specialty Medicine consist of integrative disciplines in teaching a communicative orientation. Integration disciplines are represented by modules. They are often given by TBL, CBL, PBL methods in teaching. The main feature of teaching methods is: the development of the abilities of each student, the training of each member of the team and helping each other in joint work for all, goodwill and cooperation. In the group, there is an exchange of actions between the teacher and the student on the method of directed learning. The activity, activity of the teacher is performed by the team. That is, mastering new knowledge, they themselves manage the implementation of tasks, analysis, evaluation and analysis of each other's work. Teacher-organizer, mind-consultant. A feature of working in a small group is the ability of students to think, solve problems, make decisions, listen to the opinions of others and get used to working in a group. It has a beneficial effect on the formation of the professional, moral, spiritual, civil and many other human character of the student, promotes self-development, effective organization of the educational process. That is, it is very effective to form professional knowledge in this direction. This learning process is the result of learning.

Discussion. As a result of communication in teaching the communicative orientation necessary for everyday life, a person can not only express his opinion, but also convey the social point of view of a certain social environment. At the same time, he shows his knowledge and tastes. Only through communication, especially through direct (F. Sh. Orazbaeva) communication, each of those who enter into linguistic communication acquires new thoughts, new knowledge as a result of influencing each other. In any environment, a degree of proficiency in free language communication is achieved.

The content of teaching a foreign language, as systems, rules that turn language units into pronunciation, lays the foundations of the language being studied, the essence of which lies in the knowledge and language skills of various concepts in different languages. All kinds of material knowledge of the features necessary for each stage of phonetics, vocabulary, grammar when teaching in the communicative direction. They should be able to use them correctly in use, that is, in formulas and formulas of speech that express surprise, dissatisfaction, a call to a common cause, etc. In a dialogue with foreign students, the following can be used in a dialogue: *tauel, iңiz; -Hey, -kyrdeli hard to say.* In the course of teaching the grammar of the Kazakh language, grammatical *atalmay ontailap* specific terms, their functional and semantic terms are set aside: for example, *im.* and assignments, additional abbreviated *septiginin* meaning, is much more rational. You need to decompose into syllables, practice. The words given at the beginning should reach the level of free dialogue, that is, in a sentence, a question-answer for each lesson. Indian, Pakistani students have a very high memory, and if daily dialogic training is given by tasks based on situations, the memorization process will be realized for a long time. By implementing tasks based on the INSERT strategy, Bloom's taxonomy, students' motivation to learn the language increases and promotes free immersion in communication. Students learn to think freely, adapting to logical conclusions, completing tasks. This is evidenced by the opinion of the scientist F.Sh. Orazbayeva that "utterance is a complex act of communication, which includes the involved units of the external world, perceived by consciousness, which are projected through oral speech" [6].

Conclusion. Orientation to knowledge of not only a new way of speech communication in relation to the specialties of teaching a communicative orientation, but also the culture of the population speaking this language, the national and cultural specifics of speech skills. To form ideas about various spheres of modern life, history and culture of another society. The language can be permanently realized from the first step of

teaching the subject through the culture of the peoples inhabiting these existing settlements. In this regard, sociocultural knowledge, knowledge of non-equivalent vocabulary, etiquette of behavior adopted in the country of the language being studied, St. George, natural-weather, political features, basic information from the history of this country, the life of foreign peers, national traditions, holidays, the ability to compare them with your experience. The essence of the socio-cultural component lies in the expansion of the general, social, cultural worldview of an alien way of life, stimulating them to conscious and intellectual activity, to learning about the behavior of representatives of their society and other cultures. This is important for popularizing the national value of the area, aimed at recognizing the environment.

Teaching foreign students of a communicative orientation depends on the environment, as evidenced by practice at present. Every day more and more foreign citizens find solutions to various situations and invest in their needs.

Working in the field of education and intercultural communication, a modern specialist must speak a foreign language in order to meet the requirements of the time. By fulfilling this requirement, the teacher can contribute to the development of the student's personality and the rational establishment of intercultural relations.

Within the framework of this direction, the author, conducting the analysis, points to the maximum success of the teacher's work in higher educational institutions. The article was reviewed by the author, based on many years of pedagogical experience of working with foreign students of the Medical University.

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OPPORTUNITIES FOR PEDAGOGICAL INNOVATION IN FOREIGN LANGUAGE TEACHING

Abstract

This article is based on a systematic review of academic literature aimed at the theoretical study and justification of the peculiarities of pedagogical innovation in foreign language teaching. The research also aims to explore the possibilities of pedagogical innovation in foreign language teaching in order to develop effective and modern methodologies, tools, and approaches that contribute to improving the quality of education and achieving better results in foreign language acquisition. The research methodology includes a systematic review of academic literature using keywords and searching for articles from databases such as Scopus, Web of Science, ResearchGate, Academic.edu, and Google Scholar. The study covers articles published in the last decade and includes an analysis of the positive and negative aspects of implementing pedagogical innovations in the context of foreign language teaching. The results of the analysis show that the application of innovative approaches in foreign language teaching contributes to increasing students' motivation, developing communicative skills, and active participation in the learning process. The use of modern technologies, gamification, active and project-based learning, as well as the integration of cultural components, demonstrate their effectiveness in achieving high results. Thus, this study provides a valuable overview of contemporary approaches and methods of foreign language teaching based on the analysis of academic literature. The obtained results can be useful for educators and researchers seeking to develop innovative methodologies and tools that contribute to improving the quality of education and achieving better results in foreign language teaching.

Keywords: pedagogical innovation, innovative teaching technologies, foreign language teaching, teaching technologies and methods, literature review.

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ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДАҒЫ ПЕДАГОГИКАЛЫҚ ИННОВАТИКАНЫҢ МҮМКІНДІКТЕРІ

Аңдатпа

Бұл мақала шет тілдерін оқытудағы педагогикалық инновацияның ерекшеліктерін теориялық зерттеу және негіздеу мақсатында академиялық әдебиеттерді жүйелі шолуға негізделген. Зерттеу сонымен қатар білім беру сапасын арттыруға және шет тілін меңгеруде үздік нәтижелерге қол жеткізуге ықпал ететін тиімді және заманауи әдістемелерді, құралдар мен тәсілдерді әзірлеу мақсатында шет тілдерін оқытуда педагогикалық инновацияның мүмкіндіктерін зерттеуге бағытталған. Зерттеу әдістемесі кілт сөздерді қолдана отырып, академиялық әдебиеттерге жүйелі шолуды және Scopus, Web