Klychniyazova G. ¹ *

¹Zhetysu University named after I.Zhansugurov, Taldykorgan, Kazakhstan

PEDAGOGICAL STRATEGIES FOR ENHANCING PRONUNCIATION AND CULTURAL IDENTITY THROUGH TEXT-BASED APPROACHES

Abstract

This article is aimed at studying the effectiveness of the textual approach as a method of improving pronunciation skills and popularizing cultural identity among students studying the Kazakh language. It examines the existing literature on various approaches to teaching and learning pronunciation, emphasizing a text-based approach. The article also evaluates the effectiveness of the textual approach based on previous studies and their conclusions. In addition, the potential advantages and limitations of using textual activities to develop students' precise articulation and pronunciation skills are discussed.

The authors analyzed, evaluated, and compared the methods in widely recognized scientific papers that explored the textual approach to achieve the research goal. In the subsequent period, a comprehensive study was conducted using scientific articles as a source for adaptation to the Kazakhstan audience.

The article provides a comparative assessment of the textual approach and highlights its advantages in areas such as memorizing meanings, recognizing words, and teaching specific skills. The results of this article show that the textual approach has great potential to improve pronunciation skills and strengthen students' cultural identity.

Using authentic texts and an interactive learning environment allows students to engage in conversation, improve reading comprehension, and develop precise articulation and pronunciation skills. In addition, additional drilling techniques and communicative actions can further enhance the effectiveness of the textual approach to teaching students.

Keywords: Pedagogical strategies, Text-based approach, School student skills, Cultural identity.

*Клычниязова Г.*¹*
¹Жетысуский университет имени И.Жансугурова, г.Талдыкорган, Казахстан

ПЕДАГОГИЧЕСКИЕ СТРАТЕГИИ ДЛЯ УЛУЧШЕНИЯ ПРОИЗНОШЕНИЯ И КУЛЬТУРНОЙ САМОБЫТНОСТИ С ПОМОЩЬЮ ТЕКСТОВЫХ ПОДХОДОВ

Аннотация

Данная статья направлена на изучение эффективности текстового подхода как метода совершенствования навыков произношения и популяризации культурной самобытности у студентов, изучающих казахский язык. В нем рассматривается существующая литература по различным подходам к преподаванию и изучению произношения с акцентом на подход, основанный на тексте. В статье также оценивается эффективность текстового подхода на основе предыдущих исследований и их выводов. Кроме того, обсуждаются потенциальные преимущества и ограничения использования текстовой деятельности для развития навыков точной артикуляции и произношения у учеников.

Авторы проанализировали, оценив и сравнив методы в широко признанных научных работах, которые исследовали текстовый подход для достижения цели исследования. В последующий период было проведено комплексное исследование с использованием научных статей как источника для адаптации к казахстанской аудитории.

В статье дается сравнительная оценка текстового подхода и выделяются его преимущества в таких областях, как запоминание значений, распознавание слов и обучение конкретным навыкам. Результаты этой статьи показывают, что текстовый подход имеет большой потенциал для улучшения навыков произношения и укрепление культурной идентичности учеников.

Использование аутентичных текстов и интерактивной среды обучения позволяет учащимся участвовать в разговоре, улучшать понимание прочитанного и развивать точные навыки артикуляции и произношения. Кроме того, добавление методов сверления и коммуникативных действий может еще больше повысить эффективность текстового подхода к обучению школьников.

Ключевые слова: педагогические стратегии, текстовый подход, навыки школьников, культурная идентичность.

Г.Клычниязова[1]*
[1]І.Жансүгіров атындағы Жетісу университеті, Талдықорған қ., Қазақстан

МӘТІНГЕ НЕГІЗДЕЛГЕН ТӘСІЛДЕР АРҚЫЛЫ АЙТЫЛЫМ МЕН МӘДЕНИ СӘЙКЕСТІКТІ АРТТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ СТРАТЕГИЯЛАРЫ

Аңдатпа

Бұл мақала қазақ тілін оқитын студенттердің айтылу дағдыларын жетілдіру және мәдени бірегейлігін дәріптеу әдісі ретінде мәтіндік тәсілдің тиімділігін зерттеуге бағытталған. Ол мәтінге негізделген тәсілге баса назар аудара отырып, айтылымды оқытудың және үйренудің әртүрлі тәсілдері туралы қолданыстағы әдебиет-терді қарастырады. Мақалада сонымен қатар алдыңғы зерттеулер мен олардың қорытындылары негізінде мәтіндік тәсілдің тиімділігі бағаланады. Сонымен қатар, оқушылардың нақты артикуляциясы мен айтылу дағдыларын дамыту үшін мәтіндік әрекеттерді қолданудың ықтимал артықшылықтары мен шектеулері талқыланады.

Авторлар зерттеу мақсатына жету үшін мәтіндік тәсілді зерттеген кеңінен танылған ғылыми еңбектердегі әдістерді бағалау және салыстыру арқылы талдады. Кейінгі кезеңде ғылыми мақалаларды қазақстандық аудито-рияға бейімделу көзі ретінде пайдалана отырып, кешенді зерттеу жүргізілді.

Мақалада мәтіндік тәсілдің салыстырмалы бағасы келтірілген және оның мағынаны есте сақтау, сөздерді тану және белгілі бір дағдыларды үйрету сияқты салалардағы артықшылықтары көрсетілген. Осы мақаланың нәтижелері мәтіндік тәсілдің айтылу дағдыларын жақсартуға және оқушылардың мәдени ерекшеліктерін нығайтуға үлкен әлеуеті бар екенін көрсетеді.

Шынайы мәтіндер мен интерактивті оқу ортасын пайдалану студенттерге әңгімеге қатысуға, оқуды түсінуді жақсартуға және дәл артикуляция мен айтылу дағдыларын дамытуға мүмкіндік береді. Сонымен қатар, бұрғылау әдістері мен коммуникативті әрекеттерді қосу оқушыларды оқытуға мәтіндік тәсілдің тиімділігін одан әрі арттыра алады.

Түйін сөздер: педагогикалық стратегиялар,мәтінге негізделген тәсіл, мектеп оқушыларының дағдылары, мәдени сәйкестілік.

Introduction. Several academics have emphasized the crucial nature of correct pronunciation when it comes to mastering a new language[5,6]. In truth, enunciation is fundamental to effective communication through affects both listener reception and message interpretation. Poorly executed pronunciations are often sources of confusion among people involved in conversations; such disparities lead to unintended misinformation or disconnection between interlocutors. Supporting academic data shows that those who excel in this skill exhibit elevated self-assurance levels, which translates into enhanced competence- beneficial attributes that enable them to progress both educationally and professionally. Pronunciation instruction has been approached through different methodologies with time. The listen-and-repeat strategy is commonly used alongside communicative teaching approaches such as explicit instruction or a form-focused approach [7]. However, each method presents unique strengths and weaknesses that depend on different variables such as learners' ages or levels of language mastery along with their respective learning goals.

One teaching strategy for improving pronunciation skills involves implementing the text-based methodology, which uses real-world materials such as articles or stories. By emphasizing the connection between proper enunciation with meaning in context rather than solely focusing on isolated sound production exercises, learners acquire these tangible language skills naturally. Evidence suggests that applying this methodology enhances both speaking accuracy and communicative efficiency when engaging in informal conversational settings. To illustrate, the study conducted by Shodiqin on the repetition of audio and transcription of narrative text produced promising findings on the benefits these methods offer in terms of improving student's pronunciation skills. By including both audiovisual material and written transcriptions as part of his instruction, he observed significant improvements in his pupils' ability to learn proper pronunciation techniques while also stimulating their enthusiasm for doing so. This underscores how beneficial incorporating such resources can be for teachers looking to maximize student performance [8]. Focusing on text-based strategies, Grossen et al. conducted a study to evaluate the efficiency of a text-based (TB) English structured language development program alongside a teacher-designed

standards-based (SB) English instructional model. A total of 500 Samoan children in Kindergarten (K) and Grade 1 (G1), enrolled across eight different schools on American Samoa's island, agreed to take part in this research despite having no knowledge about the English language previously. Out of these eight schools, six selected both TB Language for Learning scripted program alongside Read Well while two opted solely for an SB instructional model catering to overall linguistic growth, out of which one further adopted an SB instruction style when imparting reading comprehension skills to students. Overall findings from this study indicated that there was greater efficacy found via TB structured language programming compared to teachers employing SB Instructional models assessed against all measured languages and reading abilities for these participants [9].

The existing body of literature fails to examine how Kazakh language learners nurture their skills in pronunciation culture through utilizing textual strategies – leaving an evident gap that requires attention from researchers. Additionally, very few studies have explored the effectiveness of employing these approaches with respect to developing accurate articulation and enunciation skills among such individuals. Therefore, further inquiry is warranted in this domain so as to glean a more comprehensive understanding of cultivating strong linguistic capabilities amongst those learning Kazakh.

The Kazakh language holds immense significance in Kazakhstan as their national language and contributes greatly to shaping their cultural heritage. Middle school students are expected to be competent in grammar rules, vocabulary, and pronunciation skills. However, often students struggle with pronunciation due to several factors like lack of exposure or inadequate guidance. To address this issue, educators aim to develop effective teaching methodologies that can enhance the pronunciation skills of students in the Kazakh language. One promising strategy is text-based activities that allow learners to engage with authentic materials that represent everyday situations. Such activities not only help develop correct pronunciation but also improve reading comprehension skills while promoting cultural awareness. The formation of a proper pronunciation culture requires consistent practice and dedication from both educators and learners alike. Therefore, teachers need to design appropriate instructional materials based on pedagogical principles that suit their needs best. Providing, an interactive learning environment where students can explore different aspects of Kazakh culture through texts while building strong foundations in phonetics will undoubtedly yield positive outcomes. The study statement for this paper states: The effective methodology of forming pronunciation culture among students in the Kazakh language through text-based activities is crucial for enhancing their language skills and promoting cultural identity. This paper aims to discuss various strategies employed by teachers towards creating a conducive learning environment for improving students' fluency in the spoken Kazakh Language using text-based activities as the primary methodology.

In particular, the objectives of this article are:

To explore the use of text-based activities as a methodology to enhance pronunciation skills and promote cultural identity among students learning the Kazakh language.

To review the existing literature on pronunciation instruction and the effectiveness of different teaching approaches, including the text-based approach.

To evaluate the effectiveness of the text-based approach in language learning based on previous studies and their findings.

To discuss the potential benefits and limitations of the text-based approach in developing accurate articulation and enunciation skills among Kazakh language learners.

Basic provisions. This article investigated text-based pedagogical strategies to promote pronunciation and cultural identity in Kazakhstan. The text-based approach highlighted in the research of Qian Tingting [1] shows advantages in memorizing meanings and recognizing words. Grossen et al. (2016) also confirm its effectiveness in language and reading skills. Arimbawa [2] emphasizes the importance of this approach and describes its four phases: Context building,

modeling, joint construction of the text, and independent construction of the text. Mwanza [3] suggests integrating communicative activities into this approach to increase its effectiveness. Rustipa et al. [4] consider it particularly effective in teaching English diphthongs. These studies overall justify the importance of a text-based approach in language teaching and emphasize its role not only in improving language skills but also in promoting a deeper understanding of cultural contexts. This approach contributes significantly to providing a more intensive and comprehensive learning experience, especially in the context of Kazakhstan, where pronunciation and cultural identity are of central importance**.**

Materials and methods. Developing a pronunciation culture in the Kazakh language requires careful consideration of effective teaching methods. The authors conducted thorough research, utilizing academic articles as sources and analyzing different practical approaches. Their focus was on comparing widely recognized works and adapting their findings for Kazakh language students. To achieve this goal, they designed recommendations including reading tasks and exercises emphasizing proper pronunciation techniques to help improve students' speaking skills by providing them with opportunities to listen and repeat words and phrases accurately.

Results and discussions. The Text-based Approach implies learning target words through reading texts, which enables students to acquire not only the meaning of words but also their typical language environment. Texts contain a wealth of word-related information, including word families, meanings, lexical chains, and word associations. According to Johns and Davies, when texts are used in vocabulary learning and teaching, they serve as linguistic objects, providing information and stimulating production (Johns и Davies 1983:1).

Table 1. Comparative Evaluation of TBA in Language Learning Studies

No.	Authors	Key Points
1	Qian Tingting (2011)	The text-based Approach is beneficial for memorizing meanings and recognizing words in multiple-choice items.
2	Grossen et al. (2016)	- Text-based program shows efficacy in language and reading skills.
3	Arimbawa (2012)	- Importance of Text-based Approach and its four stages: Building the Context, Modeling, Joint Construction of the Text, and Independent Construction of the Text.
4	Mwanza (2016)	- Integration of communicative activities with the Text-based Approach.
5	Rustipa et al. (2022)	- Text-based Approach effective in teaching English diphthongs.

The Text-based Approach is derived from Halliday's Functional Linguistics [10] and aims to foster learners who can actively engage with various texts across different contexts. This approach involves structuring a unit of study, typically spanning one or two weeks, around a chosen written text. The teacher's careful selection of the text is based on its suitability in terms of interest, difficulty level, and relevance to the learners. The selected text should encompass a range of language uses, covering diverse topics from multiple sources. It should serve as a springboard for various communicative activities, such as word study, vocabulary expansion, enhancing cohesion and coherence, stimulating oral discussions, promoting written comprehension, summarization, note-taking, note-making, and composition.

Qian Tingting conducted a comparison between the Text-based Approach and the Dictionary-based Approach for vocabulary learning. The results led to the conclusion that the Text-based Approach is beneficial for learners in memorizing meanings and recognizing words in multiple-choice items, while the Dictionary-based Approach is advantageous for learners in understanding the overall aspects of words and producing words in an imitated manner. According to the mental lexicon theory, learners are encouraged to establish connections between words through coordination, collocation, superordination, and synonymy. In this context, the Text-based Approach

proves effective in helping learners acquire coordination and collocation skills [1]. Qian Tingting's comprehensive research and analysis revealed limitations that need addressing in this study. Firstly, since there are only twelve participants who belong to one class included in case studies whose outcomes are deemed relevant; generalizing these findings becomes constrained considerably. Secondly, not utilizing inferential statistics such as SPSS because of sample size can limit drawing statistical conclusions from data gathered effectively. Thirdly, using multiple-choice tests can impose a threat to reliability because it raises possibilities for random guessing while assessing productive parts subjectively may depend too much on the researcher's judgment. Therefore, it is advisable to incorporate different testing formats, such as gap filling or word spelling, to assess language abilities more effectively. Although there are some inherent limitations within this study – such as small participant group sizes – addressing these issues in future research would help produce more reliable data analysis through utilizing inferential statistics with larger or even more diverse groups participating while employing varied testing formats as well for comprehensive assessments on language proficiency. Despite these caveats though; it is essential not to lose sight of nor undermine its central significance; which was aimed at comparing text- versus dictionary-based approaches' effectiveness on students' overall mastery & and retention duration regarding vocabulary acquisition tasks. Ultimately leading researchers themselves to find out through our results; we discovered doing so through utilizing text- rather than dictionary-based approaches proved to be more effective. Grossen and his colleagues evaluated to assess the effectiveness of a text-based (TB) English structured language development program and a teacher-designed standards-based (SB) English instructional model. The study sample consisted of 500 Samoan children enrolled in Kindergarten (K) and Grade 1 (G1) across eight different schools on the island of American Samoa. It is noteworthy that all the children in the sample had no prior English language proficiency.

Of the eight schools, six implemented the TB Language for Learning scripted program and the Read Well curriculum. In investigating this topic further, we found out that during our study period, two educational institutions used an SB instructional model with regard to English language development – just one included focused instruction on how best to teach reading comprehension through their approach. Analyzing these findings led us to conclude that there is substantial support for implementing a TB structured language program over a teacher-designed SB instructional model overall when looking at assessed measures across various areas related to reading and written expression skills. However we must take into account what may be seen as a significant weakness in our work – we did not randomly assign participants to treatment groups as part of our experimental setup; regardless there are several factors linked to this quasi-experimental design that bolster our confidence in the results [9].

Arimbawa highlights the significance of the Text-based Approach, which is founded on the belief that English language proficiency is enhanced when learners are exposed to authentic spoken and written texts in relevant contexts. Consequently, the Text-based Approach plays a crucial role in fostering the development of learners' communicative competence. Arimbawa emphasizes the importance of learning experiences that consist of four stages: Building the Context, Modeling, Joint Construction of the Text, and Independent Construction of the Text [2].

Building the Context helps students understand the specific text type, audience, and context while activating their existing knowledge. Activities include vocabulary development, brainstorming, predicting, grouping related words, pre-teaching key vocabulary items, matching vocabulary to pictures, predicting content from visuals, and previewing the text type. Besides, Modeling is familiarizing students with the purpose and features of a particular genre is crucial before they can effectively write in it. This stage involves providing examples, discussing the purposes and features of the text type, and exploring its linguistic aspects. In the third stage collaborative writing of a text in the chosen genre is beneficial before students independently compose their own texts. This can be done as a whole-class activity, small group work, or through

teacher-student conferencing. Activities include developing the text together, with the teacher guiding and students actively participating, gathering information through various means. The fourth stage suggested that after studying sample texts and jointly constructing a similar text, students can independently write their own texts on a related topic. They can work individually or in groups, seek guidance for initial drafts, and apply knowledge from previous stages regarding text structure, linguistic features, and social function.

However valuable this research may be, there are still some shortcomings that should not go unmentioned. A potential limitation lies in how comparatively modest the sample size was for this particular study- an issue which can compromise how widely applicable these findings may be. To establish greater cross-contextual validity pertaining to different learner groups specifically requires large-scale investigations which account for greater diversity within those profiles themselves. Moreover, the study may lack a control group, making it difficult to directly compare the Text-based Approach and alternative instructional models. Having a control group would help to determine the unique contribution of the approach in relation to other approaches. The study's findings may not generalize to other language proficiency levels or different age groups. The effectiveness of the Text-based Approach may vary depending on learners' language proficiency levels, cognitive development, and educational backgrounds.

The deliberate incorporation of communicative texts by the teacher aligns with Mwanza's (2016) research, emphasizing the significance of integrating communicative activities such as drama, role play, and simulation in lessons. Adopting the Text-based Approach enables educators to foster a dynamic learning environment that facilitates meaningful interaction with texts, enhances language development, and cultivates effective communication skills (Mwanza 2016). An apparent limitation of this study is its narrow scope, as it sampled only nine schools from the Central Province. Consequently, caution must be exercised in generalizing the findings to represent Zambia as a whole. Furthermore, the study's focus on nine secondary schools within three districts of the Central Province may restrict the broader applicability of its conclusions. Additionally, the study's attention to the Text-based approach appears to be limited.

Katharina Rustipa and her colleagues conducted a study on the effectiveness of the Text-based approach in teaching English diphthongs [4]. Clear and intelligible pronunciation of English speech sounds is crucial for successful spoken communication. However, many EFL learners continue to struggle with pronunciation, even after extensive English language learning. The complexity of the pronunciation problem becomes more evident when speech sounds are applied within a text. Traditional pronunciation practice in English classes often focuses on isolated words, phrases, and sentences, making it challenging for learners to apply their knowledge in a contextualized manner. This study specifically focused on using the text-based approach to teach English diphthongs. The aim was to investigate how this approach could enhance EFL students' mastery of pronouncing diphthongs within a text. The effectiveness of different methodologies on English pronunciation was explored using an experimental approach involving a group instructed via genres and texts and another through conventional means. Results showed that utilizing text-based material led to significantly better outcomes for students than traditional teaching methods when it came to their speech competence levels. The incorporation of drilling techniques played a vital role in pronunciation practice and contributed to the positive outcomes.

Based on these conclusions, it is recommended that English teachers consider incorporating the text-based approach and drilling techniques as alternative strategies for teaching English diphthongs. This approach can help address the complexities of pronunciation within a contextualized setting, enabling students to improve their pronunciation skills and enhance their overall spoken communication in English.

Due to the COVID-19 pandemic, the study was conducted online, including the pre-test, treatment, and post-test. Online settings can introduce variables such as technological limitations, distractions, and variations in individual learning environments, which may impact the results. This

study relied on an experimental design where two groups were compared – one was taught with a text-based approach while the other was taught conventionally. However, the paper has not specified certain essential details related to random assignment or confounding factors' management that may undermine result accuracy. Therefore, it's crucial to acknowledge these weaknesses before dissecting the findings or considering their potential implications for language teaching strategies. Based on our current understanding of this topic's research evidence base students might perform better when using alternative techniques like drilling or text-based approaches when learning various aspects of a language including vocabulary acquisition; however it's also important that we bear in mind limitations such as small sample sizes or variations in contextual settings along with assessment methods especially when we consider more wide-ranging implications on pedagogical practice moving forward. In order to strengthen our findings furthermore researchers must focus efforts towards larger scale studies encompassing diverse participant profiles robust statistical measures coupled alongside detailed assessments while exploring topics regarding efficacy across varying contexts.

By drawing upon the insights and findings from these widely recognized works and authors, the adaptation of the Text-based Approach for Kazakh language learners can benefit from a comprehensive understanding of vocabulary acquisition, text selection, instructional strategies, and communicative activities. Integrating these concepts and approaches into the Kazakh language context will provide a strong foundation for enhancing speaking and pronunciation skills among Kazakh learners.

Table 2. Evaluation of Text-based Approaches for Kazakh Language Learners

	Author/Work	Description	Contribution to Adaptation of Text-based Approach for Kazakh Language Learners
1.	Johns and Davies, 1983	The Text-based Approach is derived from Halliday's Functional Linguistics. Texts serve as linguistic objects, providing information and stimulating production.	Emphasize the importance of using texts as a basis for vocabulary learning, enabling students to acquire meaning, language environment, and word-related information.
2.	Cahyono & Widiati, 2011; Halliday, 1978	The Text-based Approach aims to foster learners who can actively engage with various texts across different contexts. It involves selecting relevant texts and structuring units of study around them.	Highlight the importance of selecting suitable texts based on interest, difficulty level, and relevance to Kazakh learners. Emphasize the role of diverse communicative activities to enhance vocabulary, cohesion, coherence, oral discussions, and written comprehension.
3.	Qian Tingting, 2011	Compared the Text-based Approach with the Dictionary-based Approach for vocabulary learning. Found the Text-based Approach beneficial in memorizing meanings and recognizing words.	Validate the effectiveness of the Text-based Approach in vocabulary acquisition for Kazakh learners. Consider incorporating coordination and collocation skills to establish connections between words.
4.	Grossen et al., 2016	Evaluated the effectiveness of a Text-based structured language development program compared to a teacher-designed instructional model.	Provide support for the efficacy of the Text-based structured language program in improving language and reading skills among Kazakh learners.
5.	Arimbawa, 2012	Emphasized the significance of the Text-based Approach in enhancing English language	Highlight the importance of the four stages of the Text-based Approach (Building the Context, Modeling, Joint

		proficiency through exposure to authentic texts.	Construction of the Text, and Independent Construction of the Text) and their relevance for Kazakh language learners.
6.	Mwanza, 2016	Stressed the importance of integrating communicative activities, such as drama and role-play, within the Text-based Approach to enhance language development and communication skills.	Advocate for the inclusion of communicative activities, drama, and role-play to create a dynamic learning environment for Kazakh language learners.
7.	Rustipa et al., 2022	Conducted a study on the effectiveness of the Text-based Approach in teaching English diphthongs. Found the approach enhanced pronunciation competence.	Explore the potential of the Text-based Approach in addressing the complexities of pronunciation and improving spoken communication skills among Kazakh language learners.

In connection with the policy of education of the Republic of Kazakhstan (RoK), there is a pressing need to address the issues related to the lack of scientific justification for a special methodology aimed at forming communication skills among primary school students through learning English, as highlighted by Ismagulova et al.[11]. This highlights the importance of having effective methodologies in place for language instruction. According to Yesnazar et al., it is crucial that meaningful speech be given due attention since most children are seen to have low levels in this area [12]. Thus, promoting proper pronunciation and accentuation in speaking Kazakh language not only improves their linguistic ability but also enhances their cultural identity. The Kazakh language and culture lessons provided by Cirtautas for Peace Corps volunteers cover a wide range of topics including "getting and giving directions," "interaction with officials," and "shopping at a bazaar" [13]. Such activities can help students develop better communication skills while immersing themselves in various aspects of Kazakh culture. An effective methodology should focus on text-based activities, which allow students to engage more actively with written material using different techniques such as reading aloud or role-playing exercises. This will enable them to learn proper pronunciation while developing an appreciation for literature and other forms of written expression. Furthermore, incorporating technology into these methods could provide more opportunities for interaction between teachers and students, as well as allowing access to virtual resources that might not be otherwise available. For instance, online platforms can be used effectively for providing practice drills or interactive sessions where learners can work together virtually from anywhere around the world. It is important not just to teach proper pronunciation but also promote its use within informal settings like peer groups or family conversations outside classroom walls – reinforcing speaking habits they've learned during formal classes helps keep those habits consistent even when they're no longer being formally assessed! Therefore, it becomes clear that an effective methodology of forming pronunciation culture among students in Kazakh language through text-based activities is crucial for enhancing their language skills while promoting cultural identity. Such an approach would require a careful consideration of both linguistic and cultural aspects, as well as employing different techniques to maintain student engagement throughout the learning process.

Conclusion. In Kazakhstan, middle school students face difficulties pronouncing it due to insufficient guidance or exposure. As such, educators are trying various teaching methodologies that would help enhance their pronunciation skills effectively. Among these methods are text-based activities that come in handy as they allow learners to engage with materials representing everyday situations authentically. Consequently, aiding them in acquiring correct pronunciation along with improving reading comprehension skills thus promoting cultural awareness effectively. Developing a proper pronunciation culture needs constant practice from both instructors and students alike; this

is highlighted from countless studies examining different teaching techniques for effective communication aided by an appropriately pronounced accent. The evidence promotes the idea that utilizing a text-based method can foster better memorization of meanings, word recognition ability, and improvement in both language and reading skills among learners. Nonetheless, there are some drawbacks evident in previous studies such as inadequate sample sizes or lack of controlled experimental conditions, which demand further investigation for yielding comprehensive findings with wider applicability. Furthermore, research reveals favorable outcomes concerning this approach's effectiveness while teaching certain aspects of language like English diphthongs. Introducing drilling exercises enhances pronunciation practice leading to increased competence levels overall. Given these research findings, educators should prepare class material based on a text approach to facilitate enhanced fluency among students while conversing in Kazakh language. The inclusion of interactive cultural elements within class readings builds up foundational groundwork for phonetic expertise resulting in encouraging student outcomes. However, it is crucial to address acknowledged limitations in existing studies before shaping new pedagogical practices.

References:

1. Tingting Q., English L.I. V. A Comparison Between the Text-based Approach and the Dictionary–based Approach of Vocabulary Learning in a Chinese University // Kristianstad: Kristianstad University. 2011.

2. Arimbawa I.N. Text-based approach to EFL teaching and learning in Indonesia // Prasi: Jurnal Bahasa, Seni, dan Pengajarannya. 2012. Vol. 7, № 13.

3. Mwanza D.S. A critical reflection on eclecticism in the teaching of english grammar at selected Zambian secondary schools. University of the Western Cape, 2016.

4. Rustipa K. et al. Text-based approach to teach English diphthongs // EduLite: Journal of English Education, Literature and Culture. Universitas Islam Sultan Agung, 2022. Vol. 7, № 1. P. 111–124.

5. Derwing T.M., Munro M.J. Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. John Benjamins Publishing Company, 2015. Vol. 42.

6. Foote J.A. et al. Pronunciation teaching practices in communicative second language classes // The Language Learning Journal. Taylor & Francis, 2016. Vol. 44, № 2. P. 181–196.

7. Gilakjani A.P. Goals of English pronunciation instruction // International journal of language teaching and research. Citeseer, 2012. Vol. 1, № 1. P. 4.

8. Shodiqin I., Apriliaswati R., Bunau E. IMPROVING STUDENTS'PRONUNCIATION BY LISTENING TO THE AUDIO VISUAL AND ITS TRANSCRIPTION OF THE NARRATIVE TEXT // Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK). 2015. Vol. 4, № 3.

9. Grossen B., Muthukrishna N., Naidoo J.T. A comparison of the effects of text-based instruction versus standards-based instruction in the early years // South African Journal of Childhood Education. AOSIS, 2016. Vol. 6, № 2. P. 1–12.

10. Halliday M.A.K. Language as social semiotic. Edward Arnold London, 1978.

11. Ismagulova R.S., Ozhikenova A.K., Zhumabayeva A.E. Development of Communicative Skills among Kazakhstan Primary School Students. // International Journal of Education and Practice. ERIC, 2022. Vol. 10, № 2. P. 84–95.

12. Yesnazar A. Determination of Primary School Children's Speech Skills in Interdisciplinary Communication in Learning Environments. // World Journal on Educational Technology: Current Issues. ERIC, 2020. Vol. 12, № 4. P. 373–388.

13. Cirtautas I. Kazakh: Language Competencies for Peace Corps Volunteers in Kazakhstan. ERIC, 1992.