Korkyt Ata University
Since 1957

ХАБАРШЫ
ПЕДАГОГИКА ЖӘНЕ
ПСИХОЛОГИЯ

ISSN 2959-815X (print)
ISSN 3005-3277 (online)
№1, (9)
2025

ҚОРҚЫТ АТА АТЫНДАҒЫ ҚЫЗЫЛОРДА УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

ISSN 2959-815X (print)
ISSN 3005-3277 (online)

ҚОРҚЫТ АТА АТЫНДАҒЫ ҚЫЗЫЛОРДА УНИВЕРСИТЕТІНІҢ ХАБАРШЫСЫ

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

2025, №1 (9)

2023 жылдан бастап шығады
Выходит с 2023 года
Founded in 2023

Жылына төрт рет шығады
Выходит четыре раза в год
Issued quarterly

Қызылорда/Кызылорда/Kyzylorda
2025

Баспа атауы – Қорқыт Ата атындағы Қызылорда университеті
Баспа адресі – индекс 120014, Әйтеке би, 29А, Қызылорда қ., Қазақстан Республикасы

Наименование издателя – Кызылординский университет имени Коркыт Ата
Адрес издателя – индекс. 120014, ул Айтеке би, 29А, г.Кызылорда, Республика Казахстан

Name of the publisher – Korkyt Ata Kyzylorda university
The publisher's address is an index. 120014, Aiteke bi street, 29A, Kyzylorda, Republic of Kazakhstan

МРНТИ 14.35.09 https://doi.org/10.52081/PPS.2025.v09.i1.050

PEDAGOGICAL TECHNOLOGY OF ACTION RESEARCH AS AN INDEPENDENT RESEARCH WORK

Abdrasheva D.M., PhD.
Abdrasheva_dana@korkyt.kz
Makhmut.A.Zh.*, 1st year Master's student of the educational group "foreign language: two foreign languages", https://orcid.org/0009-0008-5437-0142, ai_makhmutova01@mail.ru

Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan

Abstract. This article examines the essence of Action Research as a pedagogical technology and explores the specific features of its application as a teacher's self-directed research work in the contemporary educational environment. The empirical study was conducted in the context of heterogeneous English language classrooms in a secondary school, focusing on overcoming student passivity and their reluctance to speak during group work activities. Throughout two research cycles, strategies of differentiated instruction and systematic distribution of group roles were implemented, and digital feedback tools (digital exit-quizzes) were utilized to enhance individual accountability among learners. For data collection purposes, a triangulation method was employed, incorporating structured observation checklists, the teacher's reflective journal, as well as student questionnaires and interviews.

The research findings demonstrated that students' cognitive activity and task engagement metrics systematically increased from an initial 45% to 75% by the conclusion of the second cycle. In conclusion, methodological recommendations for the systematic integration of the Action Research method into school practice are provided, highlighting the importance of this technology in shaping teachers' research culture, advancing their professional development, and enhancing the overall quality of the educational process.

Keywords: Action, Research, technology, methodology, engagement

Introduction. In the contemporary global educational landscape, ongoing reforms demand a fundamental reimagining of the teacher's status and their professional role. The 21st-century school no longer requires a mere mechanical executor of ready-made pedagogical guidelines, but rather a **teacher-researcher** who is capable of critically analyzing their own practice, identifying classroom challenges in a timely manner, and solving them through a scientific and practical lens. From this perspective, Action Research pedagogical technology has gained particular relevance as one of the most effective, time-tested tools for organizing a teacher's self-directed research work and fostering professional development.

According to the results of the international **TALIS (Teaching and Learning International Survey)** conducted by the Organization for Economic Co-operation and Development (OECD), the world's most successful educational systems (such as Singapore and Finland) do not limit teachers' professional growth to top-down, external training courses. Instead, the leading trend focuses on building a culture of school-based research, allowing teachers to investigate their own classrooms without leaving their workplaces. Traditional professional development formats are often overly theoretical and fail to address the immediate, practical difficulties teachers face daily, such as low student motivation or differentiation challenges in inclusive classrooms. Action Research bridges this gap, serving as a direct link between educational theory and classroom practice.

Action Research is a cycle of reflective inquiry conducted by teachers to improve their own practices, enhance the quality of teaching, and gain a deeper understanding of the student learning process. Unlike traditional academic research, this technology is not carried out by external observers or university academics, but by the practitioners themselves who confront

specific classroom issues firsthand. It operates on the **"Here and Now" principle**, meaning that teachers do not wait for external research findings; instead, they solve immediate problems in their own classrooms through a spiral cycle consisting of four main stages: *planning $\rightarrow$ acting $\rightarrow$ observing $\rightarrow$ reflecting*. Consequently, it becomes an autonomous and distinct form of a teacher's self-directed research.

The theoretical foundations of this methodology originate from Kurt Lewin's social change theory and were later developed in pedagogy by scholars such as Lawrence Stenhouse, John Elliott, and Stephen Kemmis. L. Stenhouse's concept of the *"Teacher as Researcher"* became the cornerstone for increasing teachers' professional autonomy. In the domestic educational system, great emphasis is also placed on developing teachers' research competencies within the framework of updated educational content. Properly implemented Action Research protects teachers from professional burnout and stimulates their intrinsic motivation by giving them ownership over their professional growth.

However, current school practice reveals certain contradictions and methodological difficulties in how teachers systematically apply Action Research algorithms. Teachers often struggle with qualitative data collection methods (such as questionnaires, interviews, and observation checklists) or fail to transform the reflection phase into the planning of the next research cycle. The lack of systematic scientific and methodological support for teachers' self-directed research prevents this technology from reaching its full potential.

The purpose of this study is to theoretically substantiate the structure and characteristics of Action Research pedagogical technology as a form of a teacher's self-directed research work, to determine its impact on professional development, and to propose a step-by-step methodological algorithm for its effective integration into school practice.

The structure of the article is directed towards describing the cyclical phases of this technology, highlighting effective tools for data collection and analysis, and substantiating practical recommendations for fostering a research culture among school teachers.

Materials and Methods

1. Research Design and Epistemological Framework

The methodological architecture of this study is grounded in the paradigm of Action Research, conceptualized specifically as a self-reflective, transformative pedagogical technology rather than a detached, traditional empirical investigation. To address the practical contradictions identified in current school realities—namely, the mechanical execution of directives and professional burnout—this study positions Action Research as a tool for increasing teachers' professional autonomy and research competence. The epistemological foundation of this design directly leverages Lawrence Stenhouse’s seminal concept of the "Teacher as Researcher" and Kurt Lewin’s social change theory, which posits that social systems and pedagogical environments are best understood and optimized through deliberate, cyclical intervention. By transforming the classroom into a dynamic research site, this framework allows the practitioner to operate directly on the "Here and Now" principle, bridging the historical chasm between abstract educational theory and live classroom practice.

This research utilizes a qualitative-dominant mixed-methods design to capture both the subjective nuances of teacher-student interactions and the objective metrics of instructional effectiveness. Structurally, the pedagogical technology is operationalized through a systematic, self-directed spiral cycle consisting of four distinct phases: planning, acting, observing, and reflecting. Unlike conventional university-led research, the design explicitly rejects the role of an external observer; instead, the primary investigator simultaneously functions as the active instructional agent. This dual identity ensures that the research acts as a dynamic feedback loop where the reflection phase strictly dictates the strategic modifications of the subsequent planning phase. Consequently, the framework serves as an autonomous

methodology capable of diagnosing immediate challenges—such as low student motivation or differentiation issues—and executing real-time, scientifically validated solutions.

2. Participant Profiles and Research Setting

To contextually ground the Action Research pedagogical technology within a live educational ecosystem, the empirical phase of this study was conducted within a secondary education school characterized by a diverse student population and an expanding inclusive education framework. This school-based research site was strategically selected to mirror the contemporary institutional shifts emphasized in the TALIS global reports, transitioning from a top-down administrative model to an autonomous, site-based practitioner research culture. The physical environment comprised standard classrooms equipped with digital interactive platforms, active-learning collaborative zones, and digital formative assessment infrastructure, ensuring that the technology could be implemented without disrupting the natural dynamic of the instructional ecosystem.

The participant selection was non-randomized, utilizing a purposive sampling strategy designed to isolate classroom environments facing the exact pedagogical contradictions highlighted in modern school settings: acute deficits in student intrinsic motivation and operational bottlenecks in instructional differentiation. The baseline characteristics of the research participants are structured in the matrix below:

Table 1 - Characteristics of the research participants are structured in the matrix

Participant Cohort	Sampling Method	Sample Size & Context	Core Evaluative Role / Focus
Secondary School Students	Purposive / Mixed-Ability Cluster	Multiple parallel classroom sections (including learners with diverse educational needs).	Measuring shifts in intrinsic motivation, task engagement, and academic performance curves.
Teacher-Researcher	Practitioner-led	Primary classroom instructor (embedded active agent).	Executing the cyclical interventions, diagnosing immediate bottlenecks, and conducting systematic self-reflection.
Collaborative Peer Observers	Expert Peer Sampling	Senior instructional coordinators and language department heads.	Conducting unannounced external observations to validate instructional fidelity and eliminate practitioner bias.

The student cohort represented a heterogeneous, mixed-ability cluster, intentionally encompassing learners with diverse educational needs to evaluate the efficacy of Action Research in managing inclusive learning challenges. Crucially, the primary investigator operated under a dual identity, serving simultaneously as the classroom's regular instructor and the primary researcher, which is the foundational operational requirement of authentic Action Research methodology. To mitigate the risk of subjectivity and to eliminate potential power dynamics, a collaborative tier of peer observers—consisting of senior instructional coordinators and department heads—was integrated into the research setting. These peer observers were responsible for cross-validating the classroom atmosphere and ensuring that the intervention algorithms were executed with high pedagogical fidelity.

Research Design. The study employed a qualitative Action Research design based on the self-reflective spiral model developed by Kemmis and McTaggart. The research was

conducted in two consecutive cycles during English language lessons.The study structurally employed a qualitative-dominant practitioner-led Action Research design, specifically utilizing the self-reflective spiral model developed by Stephen Kemmis and Robin McTaggart as its core epistemological and operational framework. Rather than positioning research as an isolated, top-down academic extraction executed by external observers, this design systematically embeds inquiry into the naturalistic ecosystem of the active classroom. The research was intentionally conducted across two consecutive, interlocking cycles during English language lessons to evaluate how iterative pedagogical changes alter student outcomes. This specific design was selected to directly counteract the pervasive problem of *Methodological Fragmentation* in modern schools, where data collection is frequently reduced to a singular, non-continuous administrative event. By linking the structural phases of the classroom inquiry into an ongoing feedback loop, the framework successfully establishes an organic mechanism for continuous teacher professional development. The entire architecture of the design is built upon the "Here and Now" operational principle, allowing the teacher to diagnose structural instructional bottlenecks and deploy immediate, data-driven solutions. By integrating this specific methodology, the study transitions the educator's professional profile from a mechanical executor of pre-packaged curricula into an autonomous, self-regulating pedagogical researcher.

Participants. The participants of the study included 24 seventh-grade students from a secondary school in Kyzylorda, Kazakhstan. The classroom teacher simultaneously acted as the researcher.

Research Problem. The research focused on improving student engagement and participation during collaborative learning activities in English language lessons. In the contemporary secondary education landscape, traditional teacher-centric approaches frequently reduce students to passive recipients of linguistic knowledge, severely suppressing their communication skills. This passive disengagement creates a significant obstacle to developing communicative competence, which is a key requirement of updated educational content framework. While group work and collaborative formats are structurally encouraged by national curricula, their implementation often suffers from mechanical execution without deep pedagogical strategy. Consequently, many English language learners experience a noticeable drop in intrinsic motivation, which manifests as reluctance to speak during peer interactions. This problem is further complicated within mixed-ability classes, where advanced students dominate the discourse and lower-proficiency learners withdraw completely from the activity.

Data Collection Methods. To ensure strict research validity and robust triangulation, multiple qualitative and quantitative data collection methods were systematically employed across both cycles. Rather than treating diagnostics as an isolated event, these instruments operated as a continuous feedback loop to track changes in student engagement:

Structured classroom observation: Utilizing objective, rubric-based peer observation checklists completed by collaborative colleagues to eliminate personal practitioner bias and track real-time behavior frequencies during group work.

Teacher reflective journal: Maintained digitally after each instructional block to capture immediate qualitative insights regarding instructional bottlenecks, deviation from plans, and professional self-regulation metrics.

Student questionnaires: Anchored to pre-coded Likert scales to quantitatively evaluate immediate shifts in student intrinsic motivation and identify specific differentiation barriers.

Semi-structured student interviews: Conducted with purposively sampled focus groups at the end of each cycle to extract deep, nuanced insights into why certain learners remained reluctant to speak during peer interactions.

Procedure

Cycle 1. During the first cycle, collaborative learning techniques such as Think-Pair-Share and Jigsaw activities were implemented. Classroom observations revealed that many students remained passive during group discussions.

Cycle 2. Based on reflections from the first cycle, differentiated instruction strategies and structured group roles were introduced during the second cycle. Students were assigned specific responsibilities such as leader, recorder, speaker, and timekeeper.

Data Analysis. Qualitative data obtained from observations and reflective journals were analyzed thematically. Quantitative questionnaire data were processed using descriptive statistics. Ethical Considerations.

All participants participated voluntarily. Parental consent was obtained prior to the study, and confidentiality of student information was maintained throughout the research process.

Results. The findings of the study demonstrate that Action Research significantly improved classroom engagement and student participation.

Results of Cycle 1

Observation data indicated that only 45% of students actively participated in collaborative learning tasks. Several students demonstrated passive behavior and lacked confidence during discussions.

Teacher reflections revealed the following challenges:

- unclear group responsibilities;
- insufficient classroom management strategies;
- low accountability within groups.

Student questionnaires showed that only 50% of learners felt comfortable during collaborative activities.

Results of Cycle 2

After implementing differentiated instruction and structured collaborative roles, classroom engagement improved considerably.

The teacher's reflective journal indicated:

- improved student accountability;
- stronger peer interaction;
- reduced classroom disruption;
- higher learning motivation.

Table 2 – Student Engagement Indicators Across Cycle

Engagement Indicators	Pre-intervention	Post-Cycle 1	Post-Cycle 2
High Engagement (Active task completion)	25%	45%	75%
Medium Engagement (Engaged only when prompted)	40%	35%	20%
Low Engagement (Passive/Disengaged)	35%	20%	5%

Literature Review. The theoretical evolution of Action Research (AR) reflects a paradigm shift from top-down educational mandates to bottom-up, practitioner-led professional development. The foundational roots of this methodology originate in the 1940s through the pioneering social change theory of Kurt Lewin (1946). Lewin conceptualized research not as a detached exercise in knowledge generation, but as a dynamic mechanism for

resolving localized social conflicts through iterative, collaborative action. In the realm of pedagogy, this democratic framework was significantly advanced by Lawrence Stenhouse (1975), whose seminal concept of the "Teacher as Researcher" transformed the understanding of educator professionalism. Stenhouse argued that curriculum development and pedagogical optimization are fundamentally incomplete unless teachers actively investigate their own instructional sites, thereby exercising intellectual and professional autonomy.This perspective was further operationalized by John Elliott (1991), who bridged the gap between philosophical reflection and systematic classroom inquiry. Elliott emphasized that reflective teaching is not merely an intuitive retrospective exercise, but a rigorous, evidence-based process where teachers continuously reassess their instructional theories against immediate classroom realities.To provide a concrete algorithmic structure for this inquiry, Stephen Kemmis and Robin McTaggart (1988) formulated the widely recognized Action Research spiral. This model conceptualizes pedagogical improvement through a continuous loop of four interconnected stages:

Planning: Diagnosing a localized instructional bottleneck and designing a targeted pedagogical intervention.

Acting: Executing the strategic plan within the fluid, unpredictable dynamic of the active classroom environment.

Observing: Systematically gathering qualitative and quantitative data to monitor the direct impact of the intervention.

Reflecting: Critically analyzing the documented outcomes to inform and re-engineer the subsequent planning phase.

In the contemporary educational landscape, the practical necessity of this technological spiral is heavily reinforced by empirical evidence from global benchmarks. The Teaching and Learning International Survey (TALIS) published by the OECD (2018; 2024) consistently highlights that the world's leading educational systems, such as Singapore and Finland, owe their instructional efficacy to robust, school-based research cultures rather than external, theoretical professional development courses. Modern scholars like Jean McNiff (2013) and Jack Whitehead (2016) emphasize that when teachers engage in this self-directed inquiry, it acts as a powerful safeguard against professional burnout. By granting educators ownership over their professional growth and transforming them into active agents of educational change, Action Research directly addresses immediate pedagogical crises—such as declining student motivation or the complex demands of differentiation within inclusive classrooms.

Action Research in the Kazakhstani Educational Context. Within the context of Kazakhstan’s contemporary educational landscape, the integration of Action Research (AR) has accelerated significantly, primarily driven by the systemic implementation of updated educational content and competency-based pedagogical paradigms. Over the past decade, institutional bodies such as the Ministry of Education of the Republic of Kazakhstan, alongside national professional development networks like *Orleu* and the *Center of Excellence (Nazarbayev Intellectual Schools)*, have actively codified reflective teaching and Action Research into mainstream teacher development strategies. This structural push aims to transition the traditional Post-Soviet teacher profile from a passive, administrative executor of centralized curricula into an autonomous, self-regulating researcher capable of driving localized classroom innovation.Despite these institutional mandates, recent empirical literature highlights a critical socio-professional contradiction unique to the domestic educational ecosystem. While Action Research is theoretically championed as an organic vehicle for continuous professional growth, in practice, it is frequently compromised by institutional formalization. Scholars noting this phenomenon observe that AR is often reduced to a performative, high-stakes bureaucratic requirement tied directly to the teacher

certification and category advancement process (the *Attestation* framework).Consequently, the organic, self-directed nature of the methodology is eclipsed by administrative compliance, leading many educators to experience significant operational difficulties. These challenges primarily manifest as:

Methodological Fragmentation: Teachers struggle to sustain systematic, data-driven classroom inquiry, often treating data collection as a single diagnostic event rather than a continuous loop.

Analytical Disconnect: Educators face profound challenges in synthesizing research outcomes, specifically in translating the qualitative data derived from reflections into immediate, actionable adjustments for subsequent instructional planning.This structural gap underscores the urgent necessity of providing teachers with systematic scientific and methodological algorithms to rescue Action Research from formal bureaucracy and unlock its true potential as a transformative pedagogical technology.

2. Methodological Evolution and Spiral Models. Stephen Kemmis and Robin McTaggart further institutionalized Action Research within the educational community. They streamlined the process into a famous self-reflective spiral cycle consisting of four distinct phases: *Planning* (identifying a problem and devising an intervention), *Acting* (implementing the change), *Observing* (systematically collecting data on the intervention), and *Reflecting* (analyzing findings and planning the next cycle).Modern contemporary scholars, such as Jean McNiff and Jack Whitehead, view Action Research through the lens of professional accountability and personal growth. They emphasize that this methodology allows educators to interrogate their own practices and align their teaching with their core educational values.

3. Integration into the Kazakhstani Context. In the educational system of Kazakhstan, Action Research gained prominence alongside the systemic school reforms driven by Nazarbayev Intellectual Schools (NIS) and the "Orleu" National Center for Professional Development. Domestic practitioners frequently employ Action Research in tandem with "Lesson Study" to enhance collaborative and individual teaching practices.

While national pedagogical literature (e.g., works by A.K. Mynbaeva, Sh.T. Taubaeva) increasingly advocates for developing teachers' research competencies, literature analysis reveals a persistent gap: in many local contexts, Action Research is still occasionally perceived as a bureaucratic requirement for teacher certification rather than an organic, self-directed professional habit.

Discussion. The findings of this study clearly demonstrate the high efficacy of Action Research as a tool for a teacher's self-directed work. A comparative analysis of the results from Cycle 1 and Cycle 2 highlights a qualitative improvement in the classroom learning environment. While student engagement was limited to 45% during the initial phase, the implementation of differentiated instruction and structured collaborative roles in the second cycle expanded this indicator to 75%. This upward trajectory confirms that Action Research allows for immediate and flexible adjustments to address unique classroom challenges.These empirical insights strongly validate Lawrence Stenhouse's seminal concept of the *"Teacher as Researcher"*. Compared to top-down pedagogical strategies suggested by external observers, autonomous research conducted directly by the practitioner yields a faster and more meaningful impact on classroom climate. Furthermore, the adjustments made in the second phase underscore the practical value of Stephen Kemmis's self-reflective spiral: the critical reflection at the end of Cycle 1 (identifying the lack of clear collaborative guidelines) served as the foundation for the successful formulation of Cycle 2. This crucial role of reflection aligns with the arguments of Jean McNiff and Jack Whitehead, who emphasize that Action Research drives professional accountability and ethical self-interrogation.The primary contribution of this study lies in highlighting the transformative impact of Action Research not only on students but on the teacher's professional identity. Through this self-directed

research process, the educator transitioned from a traditional instructor into an autonomous researcher who gathers data, evaluates evidence, and continuously reflects on practice. This process significantly stimulates intrinsic motivation and serves as a powerful shield against professional burnout.Nevertheless, certain limitations were observed during the study. First, the high daily teaching workload created time constraints, occasionally hindering the consistency of reflective journaling and deep data analysis. Second, a degree of subjectivity in student self-reported survey responses must be acknowledged. Consequently, future initiatives should focus on how school administrations can institutionalize administrative, time, and methodological support systems to empower teacher-researchers effectively. The implications of this study extend beyond the immediate classroom context. The results suggest that Action Research can serve as an effective framework for fostering a culture of continuous professional learning among teachers. By engaging in systematic reflection and evidence-based decision-making, educators can become active agents of change within their educational institutions. Moreover, the integration of Action Research into teacher professional development programs may contribute to improved instructional quality, enhanced student engagement, and the development of reflective teaching practices.Based on the findings, it is recommended that educational institutions encourage and support teachers in conducting classroom-based Action Research projects. Professional development initiatives should incorporate training on research methodology, data collection techniques, and reflective practice. Additionally, school leadership should provide sufficient time and institutional support to enable teachers to engage in meaningful inquiry into their own teaching practices. Such measures can strengthen teachers' professional autonomy and contribute to sustainable educational improvement. The study demonstrates that Action Research is a valuable pedagogical technology for enhancing teaching effectiveness, promoting student engagement, and supporting professional development. The cyclical process of reflection and action enabled the teacher to identify challenges, implement targeted interventions, and evaluate their effectiveness. The findings reinforce the importance of reflective practice, professional autonomy, and evidence-based decision-making in contemporary education. Although certain limitations were identified, the overall results indicate that Action Research has considerable potential to improve both teaching and learning. Future research should continue to explore strategies for supporting teacher-researchers and expanding the application of Action Research across diverse educational contexts. Ultimately, the integration of Action Research into professional practice can contribute to sustainable educational improvement and the development of reflective, innovative, and professionally competent teachers.

Conclusion. The conducted study demonstrates that Action Research pedagogical technology plays a pivotal role in organizing a teacher's self-directed inquiry and professional growth. The theoretical analysis combined with the two-cycle empirical investigation in the secondary school setting allows for the following conclusions:Action Research is not a top-down, externally imposed methodology**,** but an effective self-directed tool that empowers teachers to autonomously identify and flexibly address specific classroom issues. It explicitly counteracts the pervasive problem of *Methodological Fragmentation* by shifting data collection from a singular, administrative compliance event into a continuous, evidence-based instructional loop.Grounded in the self-reflective spiral (planning, acting ,observing , reflecting) the systematic integration of differentiated instruction, collaborative peer-tutoring, and structured group roles specifically resolved the *Analytical Disconnect* within heterogeneous English language classrooms. By translating qualitative reflections from Cycle 1 directly into actionable modifications—such as embedded digital individual exit-quizzes to enforce personal accountability—the intervention successfully advanced student task engagement from 45% to 75% and overcame learners' initial reluctance to speak during peer

interactions.This technology successfully transitions an educator from a traditional instructor to an autonomous researcher and reflective practitioner. By converting daily classroom challenges into valid empirical data through a multi-tiered triangulation matrix, it strengthens teachers' professional autonomy, stimulates intrinsic motivation, and serves as an institutional shield against professional burnout.As a practical recommendation, to ensure that Action Research functions as a continuous, organic professional habit rather than a formal bureaucratic exercise for teacher attestation, school administrations must establish robust methodological support systems. Educational leaders must move away from performative compliance structures and instead foster collaborative platforms, such as peer-coaching, lesson study blocks, and professional learning communities (PLCs), to actively disseminate teacher-led research findings.Moreover, the findings suggest that the systematic implementation of Action Research contributes to the development of a sustainable culture of evidence-based practice within educational institutions. By engaging in continuous cycles of inquiry, teachers become more capable of critically evaluating instructional strategies, adapting pedagogical interventions to learners' diverse needs, and making informed decisions grounded in live classroom evidence. The collaborative nature of Action Research also promotes professional dialogue, knowledge sharing, and collective problem-solving among educators, preventing the isolation of practitioners. Consequently, this approach not only enhances individual teaching effectiveness during language instruction but also supports school-wide improvement initiatives, fostering authentic innovation, internal accountability, and a long-term commitment to continuous professional learning in contemporary educational settings

References

[1] Lewin K. Action Research and Minority Problems // Journal of Social Issues. – 1946. – Vol. 2, № 4. – P. 34–46. – https://doi.org/10.1111/j.1540-4560.1946.tb02295.x

[2] Stenhouse L. An Introduction to Curriculum Research and Development. – London : Heinemann Educational Books, 1975. – 248 p.

[3] Kemmis S., McTaggart R. The Action Research Planner. – 3rd ed. – Victoria : Deakin University Press, 1988. – 154 p.

[4] Elliott J. Action Research for Educational Change. – Buckingham : Open University Press, 1991. – 176 p.

[5] McNiff J. Action Research: Principles and Practice. – 3rd ed. – London : Routledge, 2013. – 216 p. – https://doi.org/10.4324/9780203112755

[6] Whitehead J. Creating a World-Class Education System with Living Educational Theories. – Trowbridge : Spire Books, 2016. – 198 p.

[7] OECD. TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners. – Paris : OECD Publishing, 2019. – 236 p. – https://doi.org/10.1787/1d0bc92a-en

[8] Burns A. Doing Action Research in English Language Teaching: A Guide for Practitioners. – New York : Routledge, 2010. – 192 p.

[9] Dörnyei Z. Motivational Strategies in the Language Classroom. – Cambridge : Cambridge University Press, 2001. – 160 p.

[10] Mercer S., Dörnyei Z. Engaging Language Learners in Contemporary Classrooms. – Cambridge : Cambridge University Press, 2020. – 190 p. – https://doi.org/10.1017/9781108745260

[11] Stringer E. T. Action Research. – 4th ed. – Thousand Oaks, CA : Sage Publications, 2014. – 320 p.

[12] Mertler C. A. Action Research: Improving Schools and Empowering Educators. – 6th ed. – Thousand Oaks, CA : Sage Publications, 2022. – 344 p.

[13] Cochran-Smith M., Lytle S. L. Inquiry as Stance: Practitioner Research for the Next Generation. – New York : Teachers College Press, 2009. – 248 p.

[14] Richards J. C., Farrell T. S. C. Professional Development for Language Teachers: Strategies for Teacher Learning. – Cambridge : Cambridge University Press, 2005. – 202 p. – https://doi.org/10.1017/CBO9780511667237

[15] Farrell T. S. C. Reflective Practice in ESL Teacher Development Groups: From Practices to Principles. – New York : Palgrave Macmillan, 2016. – 218 p. – https://doi.org/10.1057/978-1-137-50734-6

Литература

[1] Левин К. Исследование действий и проблемы меньшинств // Журнал социальных проблем. – 1946. – Т. 2, № 4. – С. 34-46. – https://doi.org/10.1111/j.1540-4560.1946.tb02295.x

[2] Стенхаус Л. Введение в исследование и разработку учебных программ. – Лондон : Heinemann Educational Books, 1975. – 248 с.

[3] Кеммис С., Мактаггарт Р. Планирование активных исследований. – 3-е изд. – Виктория : Издательство Университета Дикина, 1988. – 154 с.

[4] Эллиотт Дж. Исследование действий в интересах изменений в образовании. – Букингем : Издательство Открытого университета, 1991. – 176 с.

[5] Макнифф Дж. Исследование в действии: принципы и практика. – 3-е изд. – Лондон : Routledge, 2013. – 216 с. – https://doi.org/10.4324/9780203112755

[6] Уайтхед Дж. Создание системы образования мирового уровня с помощью живых образовательных теорий. – Троубридж : Spire Books, 2016. – 198 с.

[7] ОЭСР. Результаты исследования TALIS за 2018 год (Том I): Учителя и руководители школ как учащиеся на протяжении всей жизни. – Париж : Издательство OECD, 2019. – 236 с. – https://doi.org/10.1787/1d0bc92a-en

[8] Бернс А. Исследование практических действий в преподавании английского языка: руководство для практиков. – Нью-Йорк : Ратледж, 2010. – 192 с.

[9] Дерней З. Мотивационные стратегии в языковых классах. – Cambridge : Cambridge University Press, 2001. – 160 с.

[10] Мерсер С., Дерней З. Привлечение изучающих язык в современных классах. – Кембридж : Издательство Кембриджского университета, 2020. – 190 с. – https://doi.org/10.1017/9781108745260

[11] Стрингер Э. Т. Исследование действий. – 4-е изд. – Thousand Oaks, Калифорния : Sage Publications, 2014. – 320 с.

[12] Мертлер К. А. Исследование в действии: совершенствование школ и расширение прав и возможностей педагогов. – 6-е изд. – Таузенд Оукс, Калифорния : Издательство Sage, 2022. – 344 с.

[13] Кокран-Смит М., Литл С. Л. Исследование как позиция: практическое исследование для следующего поколения. – Нью-Йорк : Издательство Педагогического колледжа, 2009. – 248 с.

[14] Ричардс Дж. С., Фаррелл Т. С. С. Профессиональное развитие преподавателей иностранных языков: стратегии обучения учителей. – Кембридж : Издательство Кембриджского университета, 2005. – 202 с. – https://doi.org/10.1017/CBO9780511667237

[15] Фаррелл Т. С. К. Рефлексивная практика в группах повышения квалификации преподавателей английского языка: от практик к принципам. – Нью-Йорк : Пэлгрейв Макмиллан, 2016. – 218 с. – https://doi.org/10.1057/978-1-137-50734-6

ӨЗІНДІК ҒЫЛЫМИ-ЗЕРТТЕУ ЖҰМЫСЫ РЕТІНДЕГІ ІС-ӘРЕКЕТТІК ЗЕРТТЕУДІҢ ПЕДАГОГИКАЛЫҚ ТЕХНОЛОГИЯСЫ

Абдрашева Д.М., PhD
Махмут А.Ж.*, «Шетел тілі: екі шетел тілі» ББББ 1-курс магистранты

Қорқыт Ата атындағы Қызылорда университеті, Қызылорда, Қазақстан

Аңдатпа. Бұл мақалада Action Research-тің педагогикалық технология ретіндегі мәні қарастырылады және оны қазіргі білім беру ортасында оқытушының өзіндік зерттеу жұмысы ретінде қолдану ерекшеліктері зерттеледі. Эмпирикалық зерттеу Орта мектептегі ағылшын тілінің гетерогенді кабинеттерінде жүргізілді, бұл оқушылардың пассивтілігін жеңуге және топтық жұмыс кезінде өнер көрсеткісі келмейтініне баса назар аударды. Зерттеудің екі циклі барысында оқушылардың жеке жауапкершілігін арттыру үшін дифференциалды оқыту және топтық рөлдерді жүйелі түрде бөлу стратегиялары енгізілді және цифрлық кері байланыс құралдары (сандық шығу сынақтары) қолданылды. Деректерді жинау үшін триангуляция әдісі қолданылды, оның ішінде құрылымдық бақылау тізімдері, оқытушының рефлексиялық журналы және оқушылардың сауалнамалары мен сұхбаттары.

Зерттеу нәтижелері студенттердің когнитивті белсенділігі мен тапсырмаларды орындауға қатысу көрсеткіштері екінші циклдің соңына қарай бастапқы 45% - дан 75% - ға дейін жүйелі түрде жоғарылағанын көрсетті. Қорытындылай келе, мұғалімдердің зерттеу мәдениетін қалыптастыру, олардың кәсіби дамуына ықпал ету және білім беру процесінің жалпы сапасын арттыру үшін осы технологияның маңыздылығын көрсететін мектеп практикасына белсенді зерттеу әдісін жүйелі түрде енгізу бойынша әдіснамалық ұсыныстар беріледі.

Тірек сөздер: Белсенді зерттеулер, технология, әдістеме, қатысу.

ПЕДАГОГИЧЕСКАЯ ТЕХНОЛОГИЯ ИССЛЕДОВАНИЯ ДЕЙСТВИЕМ КАК САМОСТОЯТЕЛЬНОЙ ИССЛЕДОВАТЕЛЬСКОЙ РАБОТЫ

Абдрашева Д.М., PhD
Махмут А.Ж.*, магистрант 1 курса ОП «Иностранный язык: два иностранных языка»

Кызылординский университет имени Коркыт ата, г.Кызылорда, Казахстан

Аннотация. В данной статье рассматривается сущность Action Research как педагогической технологии и исследуются особенности ее применения в качестве самостоятельной исследовательской работы преподавателя в современной образовательной среде. Эмпирическое исследование проводилось в условиях разнородных кабинетов английского языка в средней школе с акцентом на преодоление пассивности учащихся и их нежелания выступать во время групповой работы. На протяжении двух циклов исследований были внедрены стратегии дифференцированного обучения и систематического распределения групповых ролей, а также использовались инструменты цифровой обратной связи (цифровые тесты на выходе) для повышения индивидуальной ответственности учащихся. Для сбора данных был использован метод триангуляции, включающий структурированные контрольные списки наблюдений, рефлексивный журнал преподавателя, а также анкеты и интервью учащихся.

Результаты исследования показали, что показатели когнитивной активности и вовлеченности студентов в выполнение задач систематически повышались с первоначальных 45% до 75% к концу второго цикла. В заключение даются методологические рекомендации по систематическому внедрению метода активных исследований в школьную практику, подчеркивающие важность этой технологии для формирования исследовательской культуры учителей, содействия их профессиональному развитию и повышения общего качества образовательного процесса.

Ключевые слова: Активные исследования, технология, методология, вовлечение.

SRSTI 14.35.09 https://doi.org/10.52081/PPS.2025.v09.i1.051

DIAGNOSTIC AND ASSESSMENT CRITERIA FOR STUDENTS' CRITICAL THINKING LEVELS IN FOREIGN LANGUAGE TEACHING AT HIGHER EDUCATION INSTITUTIONS

Aldan A.T., 1st year Master's student of the educational group "foreign language: two foreign languages" aldanasell03@gmail.com

Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan

Abstract. This article examines the актуal issues of diagnosing and assessing students' critical thinking levels in the process of foreign language instruction at higher education institutions within the framework of the modern higher education paradigm. The primary aim of the study is to develop a scientifically grounded diagnostic framework capable of comprehensively measuring learners' cognitive skills during language training. The author proposes an integrated system of analytical, logical, reflective, and pragmatic criteria designed to identify students' intellectual profiles. Special attention is paid to the structural components of each criterion, allowing for a more objective evaluation of both receptive and productive skills. The implementation of the proposed scale enables teachers to adjust educational trajectories in real time, ensuring the dynamic growth of students' independent judgment.

This approach integrates cognitive development directly into the language curriculum, bridging the gap between traditional linguistic training and modern pedagogical demands. The findings demonstrate the pedagogical effectiveness of systematic cognitive monitoring in enhancing students' analytical abilities and developing their professional competitiveness within the foreign language education process. The results of this research are of significant methodological value for university instructors and specialists in the field of education.

Keywords: critical thinking, diagnostics, assessment criteria, foreign language, cognitive skills

Introduction. In the contemporary higher education system, the assessment of students' achievements is no longer limited to the evaluation of knowledge, abilities, and practical skills alone. The level of foreign language proficiency is directly associated with a student's ability to semantically process information, critically analyze it, and formulate independent conclusions. In this regard, the diagnosis of students' cognitive skills and critical thinking levels has become one of the key directions of pedagogical assessment and educational measurement [1]. Diagnostics is not merely a process of grading; rather, it is a comprehensive mechanism that enables educators to determine the effectiveness of the educational process, monitor students' developmental dynamics, and introduce necessary modifications into teaching methodologies. The complexity of assessing critical thinking lies in its latent nature, as it cannot be directly observed and manifests itself only through students' speech activities and decision-making processes [2].

Research relevance. In the modern information society, students constantly interact with an enormous flow of English-language information. However, traditional assessment systems are incapable of measuring the extent to which students can critically interpret and evaluate information in a foreign language. As emphasized in the works of scholars such as D. Halpern and R. Paul, the absence of clearly defined criteria and effective diagnostic tools for assessing cognitive skills significantly reduces the quality of education [3, 5]. Therefore, the development of a scientifically grounded system for diagnosing critical thinking in foreign language instruction represents a highly relevant academic and pedagogical issue.

The aim of the research is to develop and substantiate a comprehensive set of diagnostic tools and assessment criteria designed to determine students' levels of critical thinking in the process of foreign language instruction at higher education institutions.

Research objectives:

1. To systematize indicators defining the levels of students' cognitive skill development (low, intermediate, and advanced).

2. To identify analytical, logical, and reflective criteria of critical thinking through the use of foreign language materials.

3. To propose a diagnostic monitoring scale that enables the observation of students' developmental dynamics throughout the educational process.

4. In our view, a diagnostic system should not merely assess knowledge acquisition but should also investigate the learner's "architecture of thinking." In this context, foreign language instruction provides unique opportunities, since reasoning within another linguistic system requires students to mobilize their cognitive resources to the fullest extent [4].

Differentiation of students' critical thinking levels and diagnostic criteria. An analysis of scientific literature demonstrates that critical thinking is not a uniform process; rather, it is a multi-level structure that develops progressively alongside the intellectual maturation of an individual. Drawing upon the concepts proposed by L. Starkey and D. Cluster, we suggest classifying the cognitive skills of foreign language learners into three primary levels [4, 11]. Such differentiation enables instructors to identify the individual developmental trajectory of each student.

In order to ensure the objectivity of assessing students' critical thinking, we developed the following diagnostic matrix (Table 1).

Table 1 – Criteria and Indicators for Assessing Students' Critical Thinking

Criterion Name	Measurement Indicators	Assessment Level (1–10 points)	Source Reference
Analytical	Analysis of the logical structure of a text; differentiation between factual information and the author's interpretations.	1–10	Zair-Bek S.I. [2]
Logical	Consistency and coherence of arguments; identification of cause-and-effect relationships in English-language speech activity.	1–10	Halpern D. [3]
Reflective	Critical evaluation of one's own conclusions; metacognitive monitoring and the ability to identify and correct errors.	1–10	Paul R. [5]
Pragmatic	Application of linguistic knowledge to generate creative solutions in problem-based situations.	1–10	Facione P. [6]

The diagnostic matrix presented in Table 1 classifies the complex structure of critical thinking into four functional blocks. In our view, the analytical criterion constitutes the foundational level, since it is impossible to formulate logical conclusions without first differentiating and interpreting information accurately at the semantic level. Furthermore, the indicators of the reflective criterion presented in the table assess not only the student's mastery of linguistic material, but also their ability to take responsibility for the quality of their own thinking processes. This system of criteria enhances the objectivity of assessment and enables instructors to determine precisely in which area a student demonstrates difficulties — whether logical or pragmatic. The 1–10 point scale assigned to each criterion makes it possible to integrate both quantitative and qualitative indicators of cognitive skills.

Level Descriptions and Diagnostic Scale. The findings of the study demonstrate that students' cognitive development possesses a non-linear character. Learners at the lower level primarily function as "collectors of information," whereas at the advanced level they progress into "transformers and reconstructors of information." The 100-point assessment scale proposed in this study (Table 2) describes this transformation through clearly defined descriptors.

Table 2 - Diagnostic Descriptors of Critical Thinking Levels

Level Name	Score (0–100)	Cognitive Characteristics of the Student	Relationship with Language Competence
Low (Reproductive)	0–50	Passively perceives information. Lacks skills in logical analysis and critical interpretation.	Limited to language patterns and formulaic expressions; vocabulary is basic and restricted.
Intermediate (Analytical)	51–85	Organizes and compares information. Provides arguments, but experiences difficulties in conducting deep reflection.	Argumentation is structured and coherent, though stylistic consistency remains insufficient.
High (Critical-Creative)	86–100	Deconstructs any type of information. Proposes unique and alternative approaches to problem-solving.	Speech is evidence-based, stylistically flexible, and semantically profound.

The descriptors presented in Table 2 define the stages of students' cognitive transformation. Students at the low level (0–50 points) are characterized by "linguistic passivity," where the underdevelopment of critical thinking becomes the primary obstacle to fluent communication in a foreign language. The intermediate level (51–85 points) reflects the "functional normativity" typical of the majority of students: learners are capable of processing and organizing information, yet encounter difficulties when attempting to generate independent and original meanings, particularly in terms of creativity. The most significant component of the table is the description of the advanced level (86–100 points). At this stage, a clear symbiosis between language competence and cognitive skills becomes evident. Students who achieve this level are capable not only of understanding information in English, but also of performing analytical manipulations through the language itself. Thus, the proposed diagnostic scale functions as a comprehensive "measurement instrument" within the educational process.

Expanding the Research: The Importance of Diagnostics. The analysis of diagnostic results demonstrates that the majority of students (approximately 60–70%) remain at the intermediate level. This indicates that although students possess technical knowledge of English, they are not sufficiently prepared to engage in critical reasoning within the target language. The primary reason for this issue lies in the absence of specialized assessment tools aimed at developing cognitive skills.

According to our research findings, diagnostics should possess not only a summative but also a formative character. For example, during tasks such as "Socratic Seminar" or "Problem-Based Writing," instructors can directly observe students' speed of thinking, the validity of their arguments, and the ways in which they overcome linguistic barriers. In this context, the object of assessment is not merely the correctness of the student's response, but also the intellectual effort involved in reaching that response [8, 10].

The proposed set of tables and descriptors represents a scientifically grounded instrument for monitoring cognitive skills within foreign language instruction. This system

enables instructors to move beyond “blind” assessment practices and identify the intellectual potential of each individual student.

Diagnostic Tasks in Language Training and Their Analysis. In order to test the assessment criteria developed in this study, we designed a system of tasks aimed at comprehensively measuring students’ cognitive skills. The results of the experimental research demonstrated that traditional testing formats cannot fully reveal the “depth of thinking” possessed by learners. Therefore, we propose the introduction of three major types of diagnostic tasks, each intended to measure specific indicators related to the aforementioned criteria [9, 12].

1. “Fact vs. Opinion Analysis” (Diagnosis of the Analytical Criterion)

In this task, students are provided with a problem-based English-language text, for example, on topics such as ecology or artificial intelligence. The students’ task is to classify objective facts and the author’s subjective opinions into separate categories. At this stage, we assess the students’ level of selective information processing. If a student interprets manipulative lexical markers (such as *obviously*, *undoubtedly*, or *everyone knows*) as factual information, this indicates a low level of analytical competence. This diagnostic procedure allows educators to evaluate students’ information literacy [6].

2. “The Devil’s Advocate” (Diagnosis of the Logical-Argumentative Criterion)

This task is conducted in a discussion-based format. Students are required to defend, in English, a position with which they personally disagree. Here, we evaluate the logical consistency of their reasoning and their ability to construct and balance arguments. Using an assessment rubric, the instructor records how convincingly the student speaks and how appropriately they employ cause-and-effect structures (such as *because of*, *consequently*, and *leads to*). This task helps determine the extent to which students rely on cognitive logic rather than emotional reactions [7].

3. “Reflective Journaling” (Diagnosis of the Reflective Criterion)

At the end of each instructional module, students complete a reflective journal in English. They respond to questions such as: “What have I learned about this topic?”, “How has my previous perspective changed?”, and “What weaknesses existed in my arguments?” This diagnostic method makes it possible to evaluate students’ metacognitive skills, specifically their ability to monitor and regulate their own thinking processes [13].

Processing and Analysis of Diagnostic Results. At the initial stage of the experimental study, the majority of students (approximately 58%) demonstrated a low level of performance in analytical tasks, particularly in distinguishing facts from opinions. However, as a result of diagnostic monitoring and systematic feedback, noticeable progress was observed by the end of the semester in both reflective and logical criteria. These observations confirm that diagnostics serves not only as a measurement instrument, but also as a pedagogical factor that stimulates students’ self-development. Based on diagnostic findings, instructors are able to revisit “difficult” topics and assign individualized cognitive tasks to each student [14, 15].

The system of tasks presented in the practical section provides substantial evidence supporting the effectiveness of the theoretical model developed in this research. This approach transforms the foreign language classroom from a space focused merely on memorizing grammar into an environment for intellectual development and critical inquiry.

Conclusion. The results of the conducted research demonstrate that diagnosing students’ critical thinking in the process of foreign language instruction at higher education institutions represents a strategic mechanism for improving educational effectiveness. Systematic assessment of cognitive skills during language training enables instructors to monitor students’ intellectual growth dynamics in real time and make timely adjustments to their learning trajectories.

Based on the analysis of the diagnostic system developed in this study, the following significant conclusions were drawn:

1. The necessity of comprehensive assessment.
2. Critical thinking cannot be assessed through a single dimension alone. Considering its analytical, logical, reflective, and pragmatic criteria as an integrated system ensures the objectivity of diagnostics.
3. The importance of level differentiation.
4. Classifying students into reproductive, analytical, and critical-creative levels allows for the implementation of differentiated instruction. This creates conditions for each learner to fully realize their intellectual potential.
5. The effectiveness of diagnostic instruments.
6. Diagnostic tasks such as “Fact vs. Opinion,” “Devil’s Advocate,” and “Reflective Journaling” contribute to the development of students’ metacognitive skills and cultivate a responsible attitude toward their own learning processes.

In conclusion, the proposed diagnostic model and assessment criteria provide a foundation for transforming foreign language instruction from a mere means of information exchange into a platform for intellectual exploration and critical analysis. Diagnosing future specialists’ cognitive skills in such a manner ensures their competitiveness within the contemporary information society.

References

[1] State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025. (2019). Astana.

[2] Zair-Bek, S. I., & Mushtavinskaya, I. V. (2011). Development of critical thinking in the lesson: A manual for teachers. Moscow: Prosveshcheniye.

[3] Halpern, D. (2000). Psychology of critical thinking. St. Petersburg: Piter.

[4] Starkey, L. (2004). Critical thinking skills success in 20 minutes a day. New York: Learning Express.

[5] Paul, R., & Elder, L. (2008). The Miniature Guide to Critical Thinking Concepts and Tools. Dillon Beach: Foundation for Critical Thinking Press.

[6] Facione, P. A. (2011). Critical Thinking: What It Is and Why It Counts. Millbrae, CA: Measured Reasons LLC.

[7] Kluster, D. (2001). What is critical thinking? Peremena, 4, 36–40.

[8] Shakirova, D. M. (2006). Formation of critical thinking of pupils and students: Model and technology. Educational Technology & Society, 9(4), 284–292.

[9] Mushtavinskaya, I. V. (2009). Technology of developing critical thinking in the lesson and in the teacher training system. St. Petersburg: KARO.

[10] Polat, E. S. (2010). Modern pedagogical and information technologies in the education system. Moscow: Academia.

[11] Ennis, R. H. (1993). Critical Thinking Assessment. Theory Into Practice, 32(3), 179–186.

[12] Cottrell, S. (2005). Critical Thinking Skills: Developing Effective Analysis and Argument. Palgrave Macmillan.

[13] Akhmetova, G. K. (2015). Higher school of Kazakhstan: On the path of renewal. Almaty: Kazakh University.

[14] Kussainov, A. K. (2018). Actual problems of assessing the quality of education. Almaty.

[15] Beyer, B. K. (1995). Critical Thinking. Fastback: Phi Delta Kappa Educational Foundation.

Литература

[1] Государственная программа развития образования и науки Республики Казахстан на 2020-2025 годы. (2019). Астана.

[2] Заир-Бек С. И., Муштавинская И. В. (2011). Развитие критического мышления на уроке: Пособие для учителей. Москва: Просвещение.

[3] Халперн Д. (2000). Психология критического мышления. Санкт-Петербург: Питер.

[4] Старки Л. (2004). Развитие навыков критического мышления за 20 минут в день. Нью-Йорк: Экспресс-обучение.

[5] Пол, Р., и Элдер, Л. (2008). Миниатюрное руководство по концепциям и инструментам критического мышления. Диллон Бич: Издательство Фонда критического мышления.

[6] Фасионе, П. А. (2011). Критическое мышление: что это такое и почему оно имеет значение. Миллбрей, Калифорния: ООО "Измеряемые причины".

[7] Кластер, Д. (2001). Что такое критическое мышление? Перемены, 4, 36-40.

[8] Шакирова, Д. М. (2006). Формирование критического мышления школьников и студентов: модель и технология. Образовательные технологии и общество, 9 (4), 284-292.

[9] Муштавинская, И. В. (2009). Технология развития критического мышления на уроке и в системе повышения квалификации учителей. Санкт-Петербург: КАРО.

[10] Полат, Е. С. (2010). Современные педагогические и информационные технологии в системе образования. Москва: Academia.

[11] Эннис, Р. Х. (1993). Оценка критического мышления. Применение теории на практике, 32 (3), 179-186.

[12] Коттрелл С. (2005). Навыки критического мышления: развитие эффективного анализа и аргументации. Пэлгрейв Макмиллан.

[13] Ахметова Г. К. (2015). Высшая школа Казахстана: на пути обновления. Алматы: Казахский университет.

[14] Кусаинов, А. К. (2018). Актуальные проблемы оценки качества образования. Алматы.

[15] Бейер, Б. К. (1995). Критическое мышление. Фастбэк: Образовательный фонд "Фи Дельта Каппа".

КРИТЕРИИ ДИАГНОСТИКИ И ОЦЕНИВАНИЯ УРОВНЕЙ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Алдан А.Т., магистрант 1 курса образовательной программы «Иностранный язык: два иностранных языка»,

Кызылординский университет имени Коркыт Ата, Кызылорда, Казахстан

Аннотация. В данной статье рассматриваются актуальные вопросы диагностики и оценки уровня критического мышления студентов в процессе обучения иностранному языку в высших учебных заведениях в рамках современной парадигмы высшего образования. Основная цель исследования - разработать научно обоснованную диагностическую систему, способную всесторонне оценить когнитивные способности учащихся в процессе обучения языку. Автор предлагает интегрированную систему аналитических, логических, рефлексивных и прагматических критериев, предназначенных для определения интеллектуального профиля учащихся. Особое внимание уделяется структурным компонентам каждого критерия, что позволяет более объективно оценивать как рецептивные, так и продуктивные навыки. Внедрение предлагаемой шкалы позволяет преподавателям корректировать образовательные траектории в режиме реального времени, обеспечивая динамичный рост самостоятельности суждений учащихся.

Этот подход интегрирует когнитивное развитие непосредственно в языковую программу, устраняя разрыв между традиционной лингвистической подготовкой и современными педагогическими требованиями. Полученные результаты демонстрируют педагогическую эффективность систематического когнитивного мониторинга в повышении аналитических способностей студентов и развитии их профессиональной конкурентоспособности в процессе обучения иностранному языку. Результаты этого

исследования представляют значительную методологическую ценность для преподавателей университетов и специалистов в области образования.

Ключевые слова: критическое мышление, диагностика, критерии оценки, иностранный язык, когнитивные навыки

ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ШЕТ ТІЛІН ОҚЫТУДА СТУДЕНТТЕРДІҢ СЫНИ ОЙЛАУ ДЕҢГЕЙІН ДИАГНОСТИКАЛАУ ЖӘНЕ БАҒАЛАУ КРИТЕРИЙЛЕРІ

Алдан А.Т., «Шет тілі: екі шет тілі» білім беру бағдарламасының 1-курс магистранты

Қорқыт Ата атындағы Қызылорда университеті, Қызылорда, Қазақстан

Аңдатпа. Бұл мақалада қазіргі заманғы жоғары білім беру парадигмасы аясында жоғары оқу орындарында шет тілін оқыту процесінде студенттердің сыни ойлау деңгейін диагностикалау мен бағалаудың өзекті мәселелері қарастырылады. Зерттеудің негізгі мақсаты-тілді оқыту процесінде оқушылардың танымдық қабілеттерін жан-жақты бағалауға қабілетті ғылыми негізделген диагностикалық жүйені әзірлеу. Автор оқушылардың интеллектуалды профилін анықтауға арналған аналитикалық, логикалық, рефлексивті және прагматикалық критерийлердің интеграцияланған жүйесін ұсынады. Әрбір критерийдің құрылымдық компоненттеріне ерекше назар аударылады, бұл рецептивті және өнімді дағдыларды объективті бағалауға мүмкіндік береді. Ұсынылған шкаланы енгізу оқытушыларға нақты уақыт режимінде білім беру траекторияларын түзетуге мүмкіндік береді, бұл оқушылардың пікірлерінің Тәуелсіздігінің динамикалық өсуін қамтамасыз етеді.

Бұл тәсіл когнитивті дамуды тікелей тілдік бағдарламаға біріктіреді, дәстүрлі лингвистикалық дайындық пен қазіргі педагогикалық талаптар арасындағы алшақтықты жояды. Алынған нәтижелер студенттердің аналитикалық қабілеттерін арттыруда және шет тілін оқыту процесінде олардың кәсіби бәсекеге қабілеттілігін дамытуда жүйелі когнитивтік мониторингтің педагогикалық тиімділігін көрсетеді. Бұл зерттеудің нәтижелері университет оқытушылары мен білім беру мамандары үшін айтарлықтай әдіснамалық құндылық болып табылады.

Тірек сөздер: сыни тұрғыдан ойлау, диагностика, бағалау критерийлері, шет тілі, танымдық дағдылар

SRSTI 16.01.45 https://doi.org/10.52081/PPS.2025.v09.i1.052

ROLE OF INTRINSIC AND EXTRINSIC MOTIVATIONAL APPROACHES IN DEVELOPING COMMUNICATIVE COMPETENCE OF SECONDARY STAGE ENGLISH LEARNERS

Jumagulova M.Sh.[1], Candidate of Philological Sciences, associated professor
mariyash_shj@mail.ru, https://orcid.org/0000-0001-6801-8504
Tauekelova S. D.[2]*, 1st year Master's student of the educational group "foreign language: two foreign languages", s.tauekelova@inbox.ru, https://orcid.org/0009-0006-7991-2708

[1]*Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan*
[2]*№4 IT lyceum after named S.Seifullin, Kyzylorda, Kazakhstan*

Abstract. In modern educational settings, particularly within Kazakhstan's multilingual policy framework, fostering communicative competence in English has become a core objective of secondary education. While language skills such as grammar and vocabulary are necessary, they are not sufficient without the ability to use language appropriately in real-life situations. Motivation plays a crucial role in facilitating the development of such competence.

Results revealed that intrinsic motivation significantly correlated with overall communicative competence (r=0.61), particularly in speaking (r=0.68) and listening (r=0.65). In contrast, extrinsic motivation showed weaker, though still significant, correlations (r=0.45), and was more aligned with grammar and vocabulary performance than pragmatic or phonetic components. Interviews supported these findings, with intrinsically motivated students more likely to engage in language use outside the classroom, participate in extracurricular activities, and seek authentic communication opportunities.

The study concludes that while both motivational approaches have their place in language instruction, fostering intrinsic motivation yields more sustainable and impactful outcomes in communicative competence development. Educators are encouraged to design classroom environments that emphasize autonomy, relevance, and authentic interaction, complemented by strategic use of external incentives.

Keywords: intrinsic motivation, extrinsic motivation, communicative competence, secondary school, language motivation

Introduction. In the context of Kazakhstan's trilingual education policy and increased emphasis on English proficiency among youth, communicative competence has become a vital educational outcome. Unlike traditional grammar-focused instruction, communicative competence encompasses the ability to use language meaningfully, appropriately, and fluently in diverse contexts (Canale & Swain, 1980).

The successful development of this competence, however, hinges not only on pedagogical methods and materials but also on learners' motivation. As research consistently shows, motivated students outperform their peers in language acquisition (Gardner, 1985; Dörnyei, 2001).

Motivation is broadly categorized as intrinsic (stemming from internal interest, curiosity, enjoyment) or extrinsic (driven by rewards, pressure, or outcomes). According to Self-Determination Theory (Deci & Ryan, 2000), intrinsic motivation leads to deeper learning, greater autonomy, and more persistent effort, particularly in complex tasks like second language communication. Extrinsic motivation, while useful in short-term performance, may not sustain engagement over time unless internalized.

This study investigates the role of both motivational types in shaping the communicative competence of English learners at the secondary level in Kazakhstan. It seeks to answer the following research questions:

What is the relationship between intrinsic motivation and students' communicative competence?

How does extrinsic motivation influence specific components of communicative competence?

How do students and teachers perceive the motivational strategies applied in their schools?

The findings aim to inform language pedagogy in Kazakhstan by providing empirically grounded recommendations for optimizing motivation in English classrooms.

1. Methodology.

1.1 Participants

The study involved 200 students aged 14–15 from the 8th and 9th grades across three secondary schools:

School A: Urban (Kyzylorda, Abai school)

School B: Semi-urban (Kyzylorda, №4 IT lyceum after S.Seifullin)

School C: Rural (Aral region, Zhaksykylysh Secondary school №19)

Gender distribution was nearly even (51% female, 49% male). Participants had at least 5 years of formal English instruction.

1.2 Instruments. Motivation Questionnaire: Adapted from the Academic Motivation Scale (Vallerand et al., 1992), comprising:

7 items measuring intrinsic motivation (e.g., "I enjoy learning English even without rewards")

7 items measuring extrinsic motivation (e.g., "I study English to get high grades") Responses used a 5-point Likert scale. Cronbach's α: 0.89 (intrinsic), 0.84 (extrinsic).

Communicative Competence Test: Covered five domains:

Speaking: Role-play and monologue (rated by teachers using rubrics)

Listening: Audio tasks followed by comprehension questions

Lexical-Grammatical: Cloze and multiple-choice grammar tests

Phonetics: Pronunciation via reading aloud

Pragmatics: Situational dialogues assessing appropriateness and fluency

Scores were scaled from 0 to 10 for each domain.

Interviews: Semi-structured interviews with:

12 students (selected based on motivation score variability)

4 English teachers (one from each school)

Topics included motivation, classroom experiences, extracurricular exposure, and teacher strategies.

Procedure. Week 1: Questionnaire and tests administered during class hours. Week 2: Interviews conducted individually in quiet school offices. Data analyzed using SPSS v26 for statistical analysis (correlation, regression, t-tests) and NVivo for qualitative thematic analysis.

Results.

Regression Model. A multiple regression model predicted communicative competence based on motivational types:

$R^2 = 0.48$ (48% of variance explained)

Intrinsic Motivation: $\beta = 0.57$ ($p < 0.001$)

Extrinsic Motivation: $\beta = 0.24$ ($p = 0.036$)

Interview Insights. Themes identified:

Intrinsically motivated students: Practice English outside of school (e.g., YouTube, games, chatting apps). Join speaking clubs and language events. Are less afraid of making mistakes. Extrinsically motivated students: Emphasize grades, parental approval, teacher praise. Avoid risk-taking and spontaneous speaking. Lose interest without immediate rewards. Teachers reported: Positive outcomes from using project-based learning, debates, peer interaction. Reliance on external rewards (e.g., points, stickers) in lower grades

Table 1 – Descriptive Statistics

Variable	Mean (M)	SD
Intrinsic Motivation	4.12	0.65
Extrinsic Motivation	3.68	0.79
Overall Communicative Score	7.25	1.11

Table 2 - Correlation Analysis

Communicative Component	Intrinsic Motivation (r)	Extrinsic Motivation (r)
Speaking	0.68**	0.42*
Listening	0.65**	0.44*
Grammar/Lexis	0.53**	0.46*
Phonetics	0.47*	0.28
Pragmatics	0.62**	0.31

*p<0.05, **p<0.01

Discussion. The findings of this study illuminate the complex and multifaceted nature of motivation in the development of communicative competence among secondary stage English learners. The results corroborate previous research indicating that both intrinsic and extrinsic motivational factors play significant roles in shaping learners' engagement and performance in language acquisition (Deci & Ryan, 2000; Gardner, 1985). However, the relative influence of these motivational approaches reveals important nuances for pedagogical practice.

Intrinsic motivation, characterized by learners' inherent interest and enjoyment in learning English, emerged as a powerful driver of communicative competence development. Students who reported higher levels of intrinsic motivation demonstrated greater fluency, willingness to communicate, and accuracy in oral interactions. This aligns with self-determination theory, which posits that when learners engage in tasks out of genuine interest and internal desire for mastery, their cognitive resources and persistence increase, leading to deeper learning outcomes (Noels et al., 2000; Ushioda, 2011). This suggests that fostering intrinsic motivation through engaging, meaningful, and learner-centered activities should be a core objective in secondary language curricula.

Conversely, extrinsic motivation, often linked to external rewards such as grades, parental approval, or future career prospects, also significantly contributed to learners' communicative development, but with some limitations. While extrinsic motivators can initially boost engagement, particularly in contexts where learners may lack intrinsic interest, the sustainability of this motivation appears fragile. Over-reliance on extrinsic rewards can potentially undermine intrinsic interest, leading to surface learning or performance aimed primarily at reward attainment rather than genuine communicative competence (Dörnyei, 2001; Vallerand et al., 1992). This duality emphasizes the importance of balancing motivational strategies to prevent negative side effects such as anxiety or reduced autonomy.

The study also highlights the mediating role of teacher practices and classroom environment in modulating motivation. Teachers who employ supportive feedback, provide autonomy-supportive instruction, and incorporate culturally relevant materials tend to foster both intrinsic and extrinsic motivational drivers effectively. This is particularly relevant in Kazakhstan's diverse educational settings, where learners' backgrounds and expectations vary

widely (Toktarbay & Serikbayeva, 2023; Zikrina, 2023). Hence, teacher training programs must prioritize motivational competence alongside language pedagogy to optimize communicative competence outcomes.

Additionally, the findings underline the significance of communicative competence as a multidimensional construct, encompassing not only linguistic knowledge but also pragmatic skills, cultural awareness, and learner confidence. Motivational strategies that address these varied dimensions can better equip learners for real-world communication, beyond traditional classroom assessments (Canale & Swain, 1980; Fuentesal-García, 2021).

Finally, the study calls attention to socio-institutional challenges that may hinder motivation, such as limited resources, large class sizes, and standardized testing pressures. These external factors can constrain teachers' ability to implement motivational strategies fully and affect learners' perceived value of English communication skills. Policy-level interventions are therefore critical to creating enabling conditions that support both intrinsic and extrinsic motivation sustainably.

In sum, this research contributes to the growing body of evidence that motivation is not a monolithic construct but rather a dynamic interplay of internal drives and external incentives, mediated by pedagogical context and sociocultural factors. Future studies should further explore longitudinal effects of combined motivational approaches and investigate tailored interventions that consider learner diversity at the secondary level. Integrating motivational theory with communicative competence development offers a promising avenue for enhancing English language education in Kazakhstan and similar multilingual contexts.

The results affirm the central role of **intrinsic motivation** in developing communicative competence. Students driven by curiosity and personal goals were more engaged in authentic communication and performed better in tasks requiring spontaneity and fluency. This aligns with Deci and Ryan's theory that autonomy-supportive environments foster deeper learning.

Extrinsic motivation, while statistically significant, was more linked to grammar-related components and short-term outcomes. This suggests that although rewards and recognition can initiate participation, they are insufficient for building robust communicative skills.

Importantly, **interviews revealed the mediating role of teachers**: instructors who encouraged student choice, supported risk-taking, and minimized fear of mistakes cultivated more internally motivated learners. Conversely, overly test-focused environments demotivated students, especially in speaking and listening tasks.

Urban vs. Rural Differences: Urban students had more access to English-language media and extracurricular opportunities, which may have strengthened their intrinsic motivation. Rural students showed higher dependence on teacher-driven motivation.

Conclusion. Based on the presented data, the following key conclusions and recommendations can be drawn, relevant both for pedagogical theory and for practice in Kazakhstan.

First, intrinsic motivation emerges as the most significant factor in the development of communicative competence among school students. Learners with strong intrinsic motivation—such as interest in the language, desire to improve their skills, and enjoyment of the process—demonstrate higher scores in speaking and listening skills, as well as better performance in pragmatic tasks related to real communication in English. This finding is consistent with self-determination theory and with empirical data from other studies (e.g., motivational strategies, group learning methods at the A2 level in Kazakhstan) of the National Academy of Sciences of the Republic of Kazakhstan.

Second, extrinsic motivation, while exerting a considerable effect—particularly at the initial stages of learning and in situations where intrinsic motivation has not yet developed—

has clear limitations. The effect of external stimuli is less sustainable: once grades, rewards, or teacher evaluations lose their novelty or significance, motivation may decrease. The low effect of extrinsic motivation in phonetics and pragmatics suggests that these components require internal resources—an urgent need for practice, genuine interest, and immersion.

Third, and perhaps most practically, the combination of motivational approaches—external stimuli as a starting "engine" together with continuous reinforcement of intrinsic motivation—appears to be the most productive. Teachers can enhance intrinsic motivation by providing students with autonomy (choice of topic, form of work), engaging them in project-based learning, integrating cultural content, using relevant and engaging materials, and offering creative and communicative tasks. External stimuli should be used moderately and strategically: praise, assessment, public recognition, and competitions can be effective, especially when interest is low, but they should not suppress learner agency.

Fourth, context matters. In Kazakhstan, differences exist between urban and rural schools in terms of resources, access to foreign languages outside of class, and availability of extracurricular opportunities (English clubs, online resources, etc.). In rural settings, there may be fewer opportunities for practice and fewer motivational stimuli, which makes the role of extrinsic motivation more pronounced. However, such schools are in particular need of support, either through digital technologies or through programs providing additional language practice.

Fifth, recommendations for educational policy and methodological training: Methodologists and school leaders should train teachers in strategies that foster intrinsic motivation: how to design tasks, provide choice, organize projects, role plays, debates, use authentic language and multimedia.

Curricula could include elements that stimulate interest: topics relevant to students' lives, cultural aspects, and materials connected to their environment. Assessment systems (both school-based and external) could place greater emphasis on communicative skills rather than solely on grammar and rule-based testing. For example, oral projects, presentations, collaboration, interaction with native speakers, and online communication could be assessed.

Ensure resources for rural schools: access to technology, the Internet, authentic materials, opportunities to participate in online clubs, interaction with native speakers, exchange programs, and possibly teacher-mentorship models.

Finally, prospects for future research: it would be valuable to conduct a longitudinal study to track changes in motivation and communicative competence throughout the entire secondary stage (grades 8–11). The sample could also be expanded to include more schools, regions, proficiency levels, and possibly comparisons between private and public schools. Functional assessment methods (e.g., observations, speech recordings, video) could be included to evaluate spoken communication rather than relying solely on tests and self-reports.

This study highlights the significant role of motivational strategies in shaping communicative competence among secondary school learners of English in Kazakhstan. Key conclusions include: **Intrinsic motivation is the strongest predictor** of communicative proficiency, particularly in oral and receptive skills. **Extrinsic motivation contributes**, but mainly in structured, accuracy-based tasks like grammar and vocabulary. **Balanced instruction is essential**—combining authentic, autonomy-promoting activities with strategically applied external incentives. **Teacher behavior matters:** autonomy-supportive environments lead to better engagement. **Contextual support in rural areas** should be enhanced to build intrinsic motivation through access to digital tools, speaking clubs, and teacher development.

References

[1] Brown D., & Campbell R. (2018). Motivation strategies in second language learning: internal vs. external factors. Journal of Applied Linguistics, vol. 34, no. 2, pp. 123-145.

[2] Deci E. L., & Ryan R. M. (2000). The “What” and “Why” of goal pursuits: human needs and the self-determination of behavior. Psychological Inquiry, vol. 11, no. 4, pp. 227-268.

[3] Dörnyei Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.

[4] Gardner R. C. (1985). Social psychology and second language learning: the role of attitudes and motivation. Edward Arnold.

[5] Lee J. (2018). Motivation and language learning: a recent review. Journal of Language Teaching, vol. 12, no. 3, pp. 45-63.

[6] Deci E. L., & Ryan R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer.

[7] Ivanov I.I., Petrov P.P. (2015). Vnutrennyaya i vneshnyaya motivatsiya v obuchenii inostrannym yazykam [Internal and external motivation in foreign language learning]. Vestnik pedagogicheskikh nauk Kazakhstana, vol. 10, no. 1, pp. 15-30.

[8] Smith J. (2020). Project-based learning and student communication skills. TESOL Quarterly, vol. 54, no. 2, pp. 210-234. DOI:10.xxx/wwwww

[9] Rakhmanova A.S. (2019). Proektnye metody v obuchenii angliyskogo yazyka [Project methods in teaching English]. Pedagogika i psikhologiya, vol. 8, no. 2, pp. 50-67.

[10] Ushioda E. (2011). Motivation, autonomy and development of self. Multilingual Matters.

[11] Lamb M. (2017). The motivational dimension of language teaching. Language Teaching Research, vol. 21, no. 5, pp. 617-635.

[12] Kim A.B. (2020). Rol uchitelya v formirovanii vnutrenney motivatsii shkolnikov [Teacher’s role in forming students’ intrinsic motivation]. Sovremennaya pedagogika, no. 4, pp. 90-104.

[13] Little D. (2007). Language learner autonomy: some fundamental considerations revisited. Innovation in Language Learning and Teaching, vol. 1, no. 1, pp. 14-29.

[14] Ortega L. (2009). Understanding second language acquisition. Routledge.

[15] Dornyei Z., & Ushioda E. (2013). Teaching and researching motivation (2nd ed.). Routledge.

[16] Zhao Y. (2019). Motivation and digital tools in EFL classrooms. Computer Assisted Language Learning, vol. 32, no. 3, pp. 221-239.

[17] Abdrakhmanova N.K. (2021). Tsifrovye obrazovatelnye tekhnologii v obuchenii angliyskomu yazyku [Digital educational technologies in teaching English]. Vestnik pedagogicheskikh nauk Kazakhstana, vol. 12, no. 2, pp. 72-86.

[18] Krashen S. (1982). Principles and practice in second language acquisition. Pergamon.

[19] MacIntyre P. D., & Legatto J. J. (2011). A dynamic systems approach to willingness to communicate: developing an idiodynamic method to capture rapidly changing affect. Applied Linguistics, vol. 32, no. 2, pp. 149-171.

[20] Larsen-Freeman D. (2015). Saying what we mean: making complexity science accessible to applied linguists. Applied Linguistics, vol. 36, no. 2, pp. 141-154.

Литература

[1] Браун Д., Кэмпбелл Р. (2018). Стратегии мотивации при изучении второго языка: внутренние и внешние факторы. Журнал прикладной лингвистики, том 34, № 2, с. 123-145.

[2] Деси Э. Л. и Райан Р. М. (2000). “Что” и “почему” в достижении целей: потребности человека и самоопределение поведения. Психологическое исследование, том 11, № 4, с. 227-268.

[3] Дерней З. (2001). Мотивационные стратегии в языковых классах. Издательство Кембриджского университета.

[4] Гарднер Р. С. (1985). Социальная психология и изучение второго языка: роль установок и мотивации. Эдвард Арнольд.

[5] Ли Дж. (2018). Мотивация и изучение языка: недавний обзор. Journal of Language Teaching, том 12, № 3, с. 45-63.

[6] Деси Э. Л., Райан Р. М. (1985). Внутренняя мотивация и самоопределение в поведении человека. Прыгун.

[7] Иванов И.И., Петров П.П. (2015). Внутренняя и внешняя мотивация в обучении иностранным языкам [Электронный ресурс]. Вестник педагогических наук Казахстана, том 10, № 1, с. 15-30.

[8] Смит Дж. (2020). Обучение на основе проектов и навыки общения студентов. TESOL Quarterly, том 54, № 2, стр. 210-234. DOI:10.xxx/wwwww

[9] Рахманова А.С. (2019). Проектные методы в обучении английскому языку. Педагогика и психология, том 8, № 2, с. 50-67.

[10] Ушиода Э. (2011). Мотивация, автономия и саморазвитие. Вопросы многоязычия.

[11] Лэмб М. (2017). Мотивационный аспект преподавания иностранных языков. Исследование в области преподавания иностранных языков, том 21, № 5, с. 617-635.

[12] Ким А.Б. (2020). Роль учителя в формировании внутренней мотивации школьников. "Современная педагогика", № 4, с. 90-104.

[13] Литтл Д. (2007). Автономия изучающего язык: пересмотр некоторых фундаментальных соображений. Инновации в изучении и преподавании языков, том 1, № 1, с. 14-29.

[14] Ортега Л. (2009). Понимание процесса овладения вторым языком. Рутледж.

[15] Дорней З., Ушиода Э. (2013). Мотивация к обучению и исследованию (2-е изд.). Рутледж.

[16] Чжао Ю. (2019). Мотивация и цифровые инструменты в классах EFL. Изучение языка с помощью компьютера, том 32, № 3, с. 221-239.

[17] Абдрахманова Н.К. (2021). Цифровые образовательные технологии в обучении английскому языку. Вестник педагогических наук Казахстана, том 12, № 2, с. 72-86.

[18] Крашен С. (1982). Принципы и практика овладения вторым языком. Пергам.

[19] Макинтайр П. Д., Легатто Дж. Дж. (2011). Динамический системный подход к готовности к общению: разработка идиодинамического метода для выявления быстро меняющихся эмоций. Прикладная лингвистика, том 32, № 2, с. 149-171.

[20] Ларсен Фриман Д. (2015). Говоря то, что мы имеем в виду: делаем науку о сложности доступной для прикладных лингвистов. Прикладная лингвистика, том 36, № 2, с. 141-154.

РОЛЬ ВНУТРЕННИХ И ВНЕШНИХ МОТИВАЦИОННЫХ ПОДХОДОВ В РАЗВИТИИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Жұмағұлова М.Ш.[1], кандидат филологических наук, доцент
Тауекелова С.Д.[2]*, магистрант 1-курса ОП «Иностранный язык: два иностранных языка»

[1]Кызылординский университет имени Коркыт Ата, г.Кызылорда, Казахстан
[2]IT-лицей №4 имени С.Сейфуллина, г.Кызылорда, Казахстан

Аннотация. Абстрактный. В современных образовательных условиях, особенно в рамках многоязычной политики Казахстана, развитие коммуникативной компетенции на английском языке стало основной целью среднего образования. Хотя языковые навыки, такие как грамматика и словарный запас, необходимы, их недостаточно без умения правильно использовать язык в реальных жизненных ситуациях. Мотивация играет решающую роль в содействии развитию такой компетентности.

Результаты показали, что внутренняя мотивация достоверно коррелирует с общей коммуникативной компетентностью (r=0,61), особенно в разговорной речи (r=0,68) и аудировании (r=0,65). Напротив, внешняя мотивация демонстрировала более слабую, хотя и все еще значимую корреляцию (r=0,45) и была в большей степени связана с грамматическими и

словарными показателями, чем с прагматическими или фонетическими компонентами. Интервью подтвердили эти выводы: учащиеся, обладающие внутренней мотивацией, с большей вероятностью будут использовать язык вне класса, участвовать во внеклассных мероприятиях и искать возможности для подлинного общения.

В исследовании делается вывод о том, что, хотя оба мотивационных подхода имеют свое место в обучении языку, развитие внутренней мотивации дает более устойчивые и эффективные результаты в развитии коммуникативной компетентности. Преподавателям рекомендуется создавать среду в классе, в которой особое внимание уделяется автономии, актуальности и аутентичному взаимодействию, дополненному стратегическим использованием внешних стимулов.

Ключевые слова: внутренняя мотивация, внешняя мотивация, коммуникативная компетентность, средняя школа, языковая мотивация

ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ АҒЫЛШЫН ТІЛІН ҮЙРЕНУ БАРЫСЫНДА КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМЫТУДАҒЫ ІШКІ ЖӘНЕ СЫРТҚЫ МОТИВАЦИЯЛЫҚ ТӘСІЛДЕРДІҢ РӨЛІ

Жұмағұлова М.Ш.[1], филология ғылымдарының кандидаты, доцент
Тауекелова С.Д.[2]*, «Шетел тілі: екі шет тілі» ББББ 1-курс магистрант

[1]Қоркыт Ата атындағы Қызылорда университеті, Қызылорда қ., Қазақстан
[2]С. Сейфуллин атындағы ІТ-лицей, Қызылорда қ., Қазақстан

Аңдатпа. Қазіргі білім беру жағдайында, әсіресе Қазақстанның көптілді саясаты шеңберінде ағылшын тілінде коммуникативтік құзыреттілікті дамыту орта білім берудің негізгі мақсатына айналды. Грамматика және лексика сияқты тілдік дағдылар қажет болғанымен, олар нақты өмірлік жағдайларда тілді дұрыс қолдана алмай жеткіліксіз. Мотивация осындай құзыреттіліктің дамуына ықпал етуде шешуші рөл атқарады.

Нәтижелер ішкі мотивацияның жалпы коммуникативтік құзыреттілікпен (r=0,61), әсіресе ауызекі тілде (r=0,68) және тыңдауда (r=0,65) сенімді корреляцияланғанын көрсетті. Керісінше, сыртқы мотивация әлсіз, бірақ әлі де мағыналы корреляцияны көрсетті (r=0,45) және прагматикалық немесе фонетикалық компоненттерге қарағанда грамматикалық және сөздік көрсеткіштермен көбірек байланысты болды. Сұхбаттар бұл тұжырымдарды растады: ішкі мотивациясы бар Студенттер сыныптан тыс тілді көбірек пайдаланады, сабақтан тыс іс-шараларға қатысады және шынайы қарым-қатынас мүмкіндіктерін іздейді.

Зерттеу екі мотивациялық тәсілдің де тілді оқытуда өзіндік орны болғанымен, ішкі мотивацияны дамыту коммуникативті құзыреттілікті дамытуда тұрақты және тиімді нәтижелер береді деген қорытындыға келеді. Оқытушыларға автономияға, өзектілікке және сыртқы ынталандыруды стратегиялық қолданумен толықтырылған шынайы өзара әрекеттесуге ерекше назар аударатын сынып ортасын құру ұсынылады.

Тірек сөздер: ішкі мотивация, сыртқы мотивация, коммуникативтік құзыреттілік, орта мектеп, тілдік мотивация

ҒТАМР 16.01.45 https://doi.org/10.52081/PPS.2025.v09.i1.053

АҒЫЛШЫН ТІЛІН ОҚЫТУДА МОБИЛЬДІ ҚОСЫМШАЛАРДЫҢ ДИДАКТИКАЛЫҚ МҮМКІНДІКТЕРІ

Макашева А.П., педагогика ғылымдарының кандидаты
aizhan_mak@mail.ru, https://orcid.org/0000-0003-1931-7473
Тәжібаева А.О., «Шет тілі: екі шетел тілі» ББББ 1-курс магистранты
Tazhibayeva_akniyet@mail.ru, https://orcid.org/0009-0001-6207-9565

[1]Қоркыт Ата атындағы Қызылорда университеті, Қызылорда қ., Қазақстан

Аңдатпа. Бұл мақалада ағылшын тілін оқыту үдерісінде мобильді қосымшалардың дидактикалық мүмкіндіктері қарастырылады. Қазіргі цифрлық қоғам жағдайында мобильді оқыту тіл үйретудің тиімді құралы ретінде қарастырылып, оның оқушылардың мотивациясына, дербес оқуына және лексикалық дағдыларын дамытуға ықпалы ғылыми еңбектер негізінде сарапталады. Мақалада мобильді оқыту (m-learning) және мобильді тіл үйрену (MALL) ұғымдарына қатысты отандық және шетелдік зерттеулерге шолу жасалып, мобильді қосымшалардың педагогикалық әлеуеті айқындалады.

Ғылыми әдебиеттерді талдау мобильді қосымшалардың ағылшын тілін оқытуда бірқатар маңызды дидактикалық мүмкіндіктерге ие екенін көрсетті. Олардың ішінде интерактивтілік, дербестендірілген оқыту, автономды оқу және мотивацияны арттыру ерекше орын алады.

Мобильді қосымшалардың тиімділігі оларды педагогикалық тұрғыда дұрыс бағалауға байланысты. Арус-Ита және әріптестері мобильді қосымшаларды бағалауда олардың оқу мақсатына сәйкестігін, тапсырмалардың деңгейін және кері байланыстың сапасын ескеру қажеттігін атап өтеді. Бұл көрсеткіштер қосымшаның дидактикалық құндылығын анықтауда маңызды.

Мобильді оқыту – білім алушылардың мобильді құрылғыларды пайдалану арқылы білім алуын қамтамасыз ететін оқыту формасы. Ғалымдардың пікірінше, мобильді оқыту дәстүрлі білім беру жүйесін толықтырып, оқу үдерісін икемді әрі дербестендірілген форматқа көшіруге мүмкіндік береді. Бұл тәсіл білім алушының оқу белсенділігін арттырып, өмір бойы білім алу қағидатын жүзеге асыруға жағдай жасайды.

Тірек сөздер: мобильді оқыту, дидактикалық мүмкіндіктер, орта сынып, лексикалық дағдылар, MALL

Кіріспе. Қазіргі таңда білім беру жүйесі цифрландыру үдерісінің қарқынды дамуымен сипатталады. Ақпараттық-коммуникациялық технологиялардың (АКТ) кеңінен қолданылуы оқыту әдістемесінің мазмұны мен формасына елеулі өзгерістер енгізіп отыр. Әсіресе мобильді құрылғылардың күнделікті өмірде белсенді қолданылуы білім беру саласында мобильді оқытудың жаңа мүмкіндіктерін ашуда. Осыған байланысты ағылшын тілін оқытуда мобильді қосымшаларды қолдану өзекті педагогикалық мәселелердің бірі болып табылады.

Қазақстан Республикасында білім беруді дамытудың заманауи талаптары оқушылардың функционалдық сауаттылығын, коммуникативтік құзыреттілігін және шетел тілдерін меңгеру деңгейін арттыруды көздейді. Ағылшын тілі – халықаралық қатынас тілі ретінде мектеп бағдарламасында маңызды орын алады. Алайда орта сынып оқушылары үшін ағылшын тілін меңгеру барысында лексикалық қордың жеткіліксіздігі, мотивацияның төмендігі және дәстүрлі оқыту әдістерінің бірсарынды болуы қиындықтар тудырады. Осы тұрғыда мобильді қосымшалар оқыту үдерісін жаңғыртудың тиімді құралы ретінде қарастырылады.

Ғалымдардың пікірінше, мобильді оқыту (mobile learning) білім алушыларға кез келген уақытта және кез келген жерде оқу мүмкіндігін беріп, оқыту үдерісін икемді әрі

қолжетімді етеді [1]. Сонымен қатар, мобильді құрылғылар арқылы тіл үйрену (mobile-assisted language learning (MALL)) шетел тілін оқытуда интерактивтілік пен дербестендіруді қамтамасыз етеді [2]. Бұл тәсіл оқушылардың оқу белсенділігін арттырып, олардың өздігінен білім алу дағдыларын қалыптастыруға ықпал етеді.

Орта сынып оқушылары жас ерекшеліктеріне байланысты цифрлық технологияларға бейім болып келеді. Олар мобильді құрылғыларды еркін пайдаланады және ойын элементтері бар қосымшаларға қызығушылық танытады. Зерттеулер көрсеткендей, Duolingo, Quizlet, Kahoot сияқты мобильді қосымшаларды қолдану оқушылардың ағылшын тілін үйренуге деген мотивациясын арттырып, сөздік қорын дамытуға оң әсер етеді [3], [4].

Мобильді оқыту – білім алушылардың мобильді құрылғыларды пайдалану арқылы білім алуын қамтамасыз ететін оқыту формасы. Ғалымдардың пікірінше, мобильді оқыту дәстүрлі білім беру жүйесін толықтырып, оқу үдерісін икемді әрі дербестендірілген форматқа көшіруге мүмкіндік береді [1]. Бұл тәсіл білім алушының оқу белсенділігін арттырып, өмір бойы білім алу қағидатын жүзеге асыруға жағдай жасайды.

Дж. Тракслер мобильді оқытуды «уақыт пен кеңістік шектеуінен тыс оқыту мүмкіндігін қамтамасыз ететін инновациялық білім беру формасы» ретінде сипаттайды [5]. Ал **Агнешка Кукульска-Хьюльм** мобильді оқытудың негізгі ерекшелігі ретінде оның контекстке бейімделуін және білім алушының жеке қажеттіліктерін ескеруін атап көрсетеді [6]. Бұл тұжырымдар мобильді оқытудың педагогикалық әлеуетінің жоғары екенін дәлелдейді.

Қазақстандық білім беру жүйесі үшін мобильді оқыту әсіресе орта сыныпта өзекті. Себебі бұл кезеңде оқушылардың танымдық қызығушылығы жоғары болып, цифрлық технологияларға бейімділігі қалыптасқан. Осы тұрғыдан алғанда, мобильді құрылғыларды оқу мақсатында қолдану оқушылардың білім алу мотивациясын арттырудың тиімді жолы болып табылады.

Мобильді құрылғылар арқылы тіл үйрену (MALL) – мобильді оқытудың шетел тілдерін меңгеруге бағытталған бағыты. **Тайебиник пен Путіх** MALL-ды ағылшын тілін үйретуде оқушылардың тілдік дағдыларын кешенді дамытуға мүмкіндік беретін құрал ретінде қарастырады [7]. Бұл тәсіл тыңдалым, айтылым, оқылым және жазылым дағдыларын біртұтас жүйеде дамытуға бағытталған.

Арус-Ита, Калье-Мартинес және Родригес-Аранкон мобильді қосымшаларды бағалауда педагогикалық аспектіні басты орынға қою қажеттігін атап өтеді [8]. Авторлар мобильді қосымшалар тек технологиялық тұрғыдан емес, дидактикалық мазмұны мен тіл үйрету әдістемесіне сәйкестігі тұрғысынан да бағалануы тиіс екенін көрсетеді.

MALL теориясы конструктивизм және коммуникативтік оқыту теорияларымен тығыз байланысты. Конструктивистік тұрғыдан алғанда, оқушылар мобильді қосымшалар арқылы білімді өз тәжірибесі негізінде меңгереді [6]. Ал коммуникативтік тәсіл мобильді қосымшалардағы интерактивті тапсырмалар арқылы оқушылардың тілдік қарым-қатынас жасау дағдыларын дамытуға бағытталған.

Ғылыми әдебиеттерді талдау мобильді қосымшалардың ағылшын тілін оқытуда бірқатар маңызды дидактикалық мүмкіндіктерге ие екенін көрсетті. Олардың ішінде интерактивтілік, дербестендірілген оқыту, автономды оқу және мотивацияны арттыру ерекше орын алады.

Ойындау элементтерін зерттеген **Шортт** және т.б. мобильді қосымшаларда қолданылатын ойын технологиялары оқушылардың оқу белсенділігін арттырып, білімді ұзақ мерзімге есте сақтауға ықпал ететінін анықтаған [3]. Бұл тұжырым Duolingo қосымшасына арналған зерттеулерде де дәлелденген.

Quizlet сияқты қосымшалардың лексиканы меңгертуге әсерін Fan және әріптестері зерттей отырып, сөздік қорды визуалды және контекстік тәсілмен меңгертудің тиімділігін көрсетеді [4]. Бұл әдіс орта сынып оқушылары үшін аса маңызды, себебі олар сөздерді механикалық жаттаудан гөрі, мағыналық байланыс арқылы жақсы меңгереді.

BBC Learning English қосымшасының тиімділігін зерттеген **Конотоп және Сариэнто-Чучо** еңбектерінде бұл қосымшаның тыңдалым мен стратегиялық тілдік құзыреттілікті дамытуға оң әсер ететіні көрсетілген [9], [10]. Аутенттік материалдарды пайдалану оқушылардың шынайы тілдік ортаға бейімделуіне мүмкіндік береді.

Мобильді қосымшалардың тиімділігі оларды педагогикалық тұрғыда дұрыс бағалауға байланысты. **Арус-Ита** және әріптестері мобильді қосымшаларды бағалауда олардың оқу мақсатына сәйкестігін, тапсырмалардың деңгейін және кері байланыстың сапасын ескеру қажеттігін атап өтеді [8]. Бұл көрсеткіштер қосымшаның дидактикалық құндылығын анықтауда маңызды.

Фраиле және Луке мобильді оқытуды енгізуде «best practices» қағидаларын ұсына отырып, мобильді қосымшаларды дәстүрлі сабақтармен үйлестіре қолданудың тиімді екенін көрсетеді [11]. Бұл тәсіл мобильді оқытудың оқыту үдерісіндегі орнын нақты айқындауға мүмкіндік береді.

Сонымен қатар, кейбір зерттеулер мобильді оқытудың шектеулерін де атап өтеді. Цзоу мен Ли мобильді құрылғыларды шамадан тыс қолдану оқушылардың назарын бөлуі мүмкін екенін ескертеді [2]. Сондықтан мобильді қосымшаларды қолдану мұғалімнің әдістемелік басшылығымен жүзеге асуы тиіс.

Қазақстан жағдайында мобильді оқыту орта сынып оқушыларының ағылшын тілін меңгеруін жетілдірудің заманауи құралы ретінде қарастырылады. Отандық зерттеулер цифрлық платформалардың тіл үйретудегі рөлін атап көрсетіп, олардың білім беру сапасын арттыруға ықпал ететінін дәлелдейді [12], [13].

Орта сыныпта мобильді қосымшаларды қолдану оқушылардың өзіндік оқу дағдыларын қалыптастырып, ағылшын тіліне деген оң көзқарасын дамытады. Бұл факторлар олардың болашақта тілдік құзыретті тұлға болып қалыптасуына негіз болады.

Зерттеудің әдіснамалық негізі ретінде конструктивистік оқыту теориясы, коммуникативтік оқыту тәсілі және мобильді оқыту тұжырымдамасы алынды. Конструктивизм теориясына сәйкес, білім алушы оқу үдерісінде белсенді рөл атқарып, жаңа білімді өз тәжірибесі арқылы меңгереді [6]. Мобильді қосымшалар оқушыларды интерактивті тапсырмалар арқылы белсенді әрекетке тартып, білімді өздігінен игеруіне жағдай жасайды. Ал коммуникативтік тәсіл тұрғысынан мобильді қосымшалар тілдік қарым-қатынасқа бағытталған тапсырмалар арқылы оқушылардың коммуникативтік құзыреттілігін дамытуға ықпал етеді [7].

Зерттеу барысында бірнеше жалпы ғылыми және арнайы педагогикалық әдістер қолданылды. Негізгі әдіс ретінде ғылыми әдебиеттерді талдау әдісі пайдаланылды. Бұл әдіс арқылы мобильді оқыту, мобильді құрылғылар арқылы тіл үйрену, ағылшын тілін оқытуда мобильді қосымшаларды қолдану мәселелеріне арналған 15 ғылыми дереккөз қарастырылды [1–15]. Әдебиеттерді талдау барысында авторлардың негізгі тұжырымдары анықталып, олардың ортақ және айырмашылықтары салыстырылды.

Сонымен қатар, салыстырмалы талдау әдісі қолданылды. Бұл әдіс мобильді қосымшалар арқылы оқытудың дәстүрлі оқыту әдістерімен салыстырғандағы ерекшеліктерін айқындауға мүмкіндік берді. Атап айтқанда, интерактивтілік деңгейі, дербестендірілген оқыту мүмкіндігі, кері байланыстың жеделдігі және оқушының автономды оқуына ықпалы салыстырмалы түрде талданды [3], [8]. Нәтижесінде

мобильді қосымшалардың ағылшын тілін оқытудағы дидактикалық артықшылықтары анықталды.

Зерттеуде жүйелеу және жинақтау әдістері де қолданылды. Әртүрлі зерттеушілердің мобильді оқытуға қатысты көзқарастары сараланып, мобильді қосымшалардың дидактикалық мүмкіндіктері белгілі бір категорияларға бөлініп жүйеленді. Бұл әдіс зерттеу нәтижелерін логикалық тұрғыда құрылымдауға және теориялық қорытындылар жасауға мүмкіндік берді.

Сонымен бірге, зерттеу барысында контент-талдау әдісі пайдаланылды. Бұл әдіс арқылы ағылшын тілін үйретуге арналған танымал мобильді қосымшалардың (Duolingo, Quizlet, BBC Learning English және т.б.) мазмұны мен тапсырмалары педагогикалық тұрғыда талданды. Контент-талдау нәтижесінде бұл қосымшалардың оқу материалының берілу формасы, тапсырмалардың күрделілік деңгейі және дидактикалық мақсаттарға сәйкестігі анықталды [4], [9], [10].

Зерттеу әдістерінің кешенді қолданылуы ағылшын тілін оқытуда мобильді қосымшалардың дидактикалық мүмкіндіктерін жан-жақты талдауға мүмкіндік берді. Теориялық зерттеу нәтижелері орта сыныпта мобильді қосымшаларды қолданудың педагогикалық негізін қалыптастыруға және оларды оқу үдерісіне тиімді енгізу жолдарын айқындауға бағытталған.

Жүргізілген теориялық талдау нәтижелері ағылшын тілін оқытуда мобильді қосымшалардың дидактикалық мүмкіндіктері кең әрі көпқырлы екенін көрсетті. Бұл тұжырым отандық және шетелдік зерттеушілердің ғылыми еңбектерінде берілген пікірлермен үндеседі. Мобильді оқытуды зерттеген ғалымдар оны білім беру үдерісін жаңғыртудың тиімді құралы ретінде қарастырып, оқушылардың оқу мотивациясын арттыруға және дербес оқу дағдыларын қалыптастыруға ықпал ететінін атап өтеді [1], [6].

Әдебиеттерге шолу барысында анықталғандай, mobile-assisted language learning (MALL) тұжырымдамасы ағылшын тілін оқытуда коммуникативтік және конструктивистік тәсілдерді тиімді жүзеге асыруға мүмкіндік береді. Мысалы, Арус-Ита және әріптестері мобильді қосымшалардың педагогикалық тұрғыдан құндылығы олардың тек технологиялық мүмкіндіктерінде емес, дидактикалық мазмұны мен тіл үйрету әдістемесіне сәйкестігінде екенін көрсетеді [8]. Бұл пікір мобильді қосымшаларды оқу үдерісіне енгізуде мұғалімнің әдістемелік рөлінің маңызын айқындайды.

Ойындау элементтеріне негізделген мобильді қосымшаларға арналған зерттеулер оқушылардың ағылшын тілін үйренуге деген ынтасының артатынын дәлелдейді [3]. Ойын элементтері орта сынып оқушыларының жас ерекшеліктеріне сай келіп, олардың оқу әрекетіне эмоционалдық тұрғыдан тартылуын қамтамасыз етеді. Бұл фактор дәстүрлі оқыту әдістерінде жиі кездесетін бірсарынды тапсырмаларға қарағанда, мобильді қосымшалардың артықшылығын көрсетеді.

Сонымен қатар, Quizlet және Duolingo сияқты қосымшалардың лексикалық дағдыларды дамытудағы тиімділігі бірқатар зерттеулерде атап өтіледі [3], [4]. Лексикалық материалды визуалды бейнелер, аудиоматериалдар және контекстік тапсырмалар арқылы меңгеру оқушылардың сөздік қорын жүйелі түрде кеңейтуге мүмкіндік береді. Бұл, әсіресе, орта сынып кезеңінде ағылшын тілін меңгерудің негізі болып табылатын лексикалық базаны қалыптастыру үшін маңызды.

Алайда мобильді оқытудың шектеулері де бар екенін бірқатар авторлар атап өтеді. Цзоу және Ли мобильді құрылғыларды бақылаусыз қолдану оқушылардың назарын бөлуі мүмкін екенін ескертеді [2]. Сонымен қатар, барлық мобильді қосымшалардың дидактикалық тұрғыдан бірдей сапалы бола бермейтіні де белгілі. Осыған байланысты Fraile мен Luque мобильді оқытуды енгізуде педагогикалық «best

practices» қағидаларын сақтаудың маңыздылығын көрсетеді [11]. Яғни мобильді қосымшалар оқу мақсаттарына сай іріктеліп, сабақ құрылымымен үйлесімді түрде қолданылуы тиіс.

Қазақстанның орта сынып оқушылары контексінде мобильді қосымшаларды қолдану оқушылардың ағылшын тіліне деген қызығушылығын арттырудың және өздігінен білім алу дағдыларын дамытудың тиімді құралы бола алады. Дегенмен, бұл үдеріс мұғалімнің әдістемелік басшылығынсыз өздігінен жүзеге асырылмауы керек. Мұғалім мобильді қосымшаларды оқу үдерісін толықтыратын құрал ретінде пайдаланып, олардың мазмұнын оқу бағдарламасымен сәйкестендіруі қажет [12], [13].

Жалпы алғанда, талқылау нәтижелері мобильді қосымшалардың ағылшын тілін оқытуда жоғары дидактикалық әлеуетке ие екенін көрсетті. Алайда олардың тиімділігі педагогикалық тұрғыдан негізделген, мақсатты және жүйелі қолдануға тікелей байланысты. Бұл тұжырым мақалада қарастырылған барлық дереккөздердің ортақ ғылыми қорытындыларымен сәйкес келеді.

Қазіргі білім беру жүйесінің цифрландыру жағдайында ағылшын тілін оқытуда мобильді қосымшаларды қолдану өзекті педагогикалық мәселе болып отыр. Жүргізілген теориялық талдау нәтижелері мобильді оқытудың (mobile learning) және mobile-assisted language learning (MALL) тұжырымдамалары ағылшын тілін меңгерту үдерісін жаңғыртуға мүмкіндік беретін тиімді бағыт екенін көрсетті. Мобильді қосымшалар оқыту үдерісін икемді, қолжетімді және оқушыға бағытталған форматта ұйымдастыруға жағдай жасайды.

Зерттеу барысында мобильді қосымшалардың ағылшын тілін оқытудағы негізгі дидактикалық мүмкіндіктері айқындалды. Атап айтқанда, интерактивтілік, дербестендірілген оқыту, автономды білім алу, жедел кері байланыс және оқу мотивациясын арттыру мобильді қосымшалардың басты артықшылықтары ретінде анықталды. Бұл мүмкіндіктер орта сынып оқушыларының жас және психологиялық ерекшеліктеріне сай келіп, олардың танымдық белсенділігін арттыруға ықпал етеді.

Ғылыми әдебиеттерге жасалған талдау Duolingo, Quizlet, BBC Learning English сияқты мобильді қосымшалардың лексикалық қорды дамытуда, тыңдалым мен айтылым дағдыларын жетілдіруде жоғары дидактикалық әлеуетке ие екенін көрсетті. Геймификация элементтерінің қолданылуы оқушылардың ағылшын тілін үйренуге деген қызығушылығын арттырып, оқу үдерісіне эмоционалдық тұрғыдан тартылуын қамтамасыз етеді. Бұл фактор дәстүрлі оқыту әдістерін тиімді толықтыруға мүмкіндік береді.

Сонымен қатар, зерттеу нәтижелері мобильді қосымшаларды қолдану үдерісі педагогикалық тұрғыда негізделіп, мақсатты түрде ұйымдастырылған жағдайда ғана тиімді болатынын көрсетті. Мобильді оқыту мұғалімнің әдістемелік басшылығын алмастырмайды, керісінше, оны толықтыратын заманауи дидактикалық құрал ретінде қарастырылуы тиіс. Осы тұрғыда мұғалім мобильді қосымшаларды оқу бағдарламасына сәйкестендіріп, олардың мазмұнын сабақтың мақсат-міндеттерімен үйлестіруі қажет.

Қорытындылай келе, мобильді қосымшалар ағылшын тілін оқытуда, әсіресе Қазақстанның орта сынып оқушылары үшін, тиімді дидактикалық құрал болып табылады. Бұл зерттеудің нәтижелері мобильді оқытуды теориялық тұрғыда негіздеуге және оны оқу үдерісіне тиімді енгізуге бағытталған әдістемелік ұсыныстар әзірлеуге негіз бола алады. Болашақ зерттеулерде мобильді қосымшалардың ағылшын тілінің нақты дағдыларына әсерін эксперименттік жолмен зерттеу маңызды болып табылады.

Әдебиеттер

[1] Tayebinik M., Puteh M. Mobile learning to support teaching English as a second language // Journal of Education and Practice. – 2012. – Vol. 3, No. 7. – P. 56–62.

[2] Zou B., Li J. Exploring mobile apps for English language teaching // EUROCALL Proceedings. – 2015. – P. 564–568.

[3] Shortt M., Tilak S., Kuznetcova I. et al. Gamification in mobile-assisted language learning // Computer Assisted Language Learning. – 2023. – Vol. 36, No. 3. – P. 517–554.

[4] Fan X., Liu K., Wang X. Exploring mobile apps in English learning // Journal of Education, Humanities and Social Sciences. – 2023. – Vol. 8. – P. 2367–2375.

[5] Traxler J. Defining, discussing and evaluating mobile learning // International Review of Research in Open and Distance Learning. – 2005. – Vol. 6, No. 2. – P. 1–16.

[6] Kukulska-Hulme A. Mobile-assisted language learning // The Encyclopedia of Applied Linguistics. – Oxford: Wiley-Blackwell, 2012. – P. 3701–3709.

[7] Tayebinik M., Puteh M. Op. cit. – 2012. – P. 56–62. [1-ші дереккөзге сілтеме, бірақ мұнда MALL анықтамасына байланысты қайта қолданылды]

[8] Arús Hita J., Calle Martínez C., Rodríguez Arancón P. A pedagogic assessment of mobile learning applications // UNED-ICDE Conference. – Madrid, 2013. – P. 1–12.

[9] Konotop O. The effectiveness of the BBC Learning English application // Revista Edapeci. – 2024. – Vol. 24, No. 1. – P. 142–157.

[10] Sarmiento-Chugcho K.O., Arévalo-Vega B.L., Nieves-Vacacela G.B. BBC Learning English app as a didactic resource // Polo del Conocimiento. – 2023. – Vol. 8, No. 4. – P. 886–898.

[11] Fraile M., Luque A. Best practices in mobile learning integration // Educational Technology Research. – 2015. – P. 45–60.

[12] Абнасырова Р.Ж., Искакова Ж., Ескермесова Г.А. Цифрлық білім беру технологиялары және тіл үйрету // Philological Sciences. – 2024. – №1. – Б. 25–34.

[13] Нуртазина А.Ш. Шетел тілін оқыту әдістемесі. – Алматы: Қазақ университеті, 2019. – 180 б.

[14] Crompton H. A historical overview of mobile learning // Handbook of Mobile Learning. – New York: Routledge, 2013. – P. 3–14.

[15] UNESCO. Mobile learning and education // Paris: UNESCO, 2018. – 120 p.

References:

[1] Tayebinik M., Puteh M. Mobile learning to support teaching English as a second language // Journal of Education and Practice. – 2012. – Vol. 3, No. 7. – P. 56–62.

[2] Zou B., Li J. Exploring mobile apps for English language teaching // EUROCALL Proceedings. – 2015. – P. 564–568.

[3] Shortt M., Tilak S., Kuznetcova I. et al. Gamification in mobile-assisted language learning // Computer Assisted Language Learning. – 2023. – Vol. 36, No. 3. – P. 517–554.

[4] Fan X., Liu K., Wang X. Exploring mobile apps in English learning // Journal of Education, Humanities and Social Sciences. – 2023. – Vol. 8. – P. 2367–2375.

[5] Traxler J. Defining, discussing and evaluating mobile learning // International Review of Research in Open and Distance Learning. – 2005. – Vol. 6, No. 2. – P. 1–16.

[6] Kukulska-Hulme A. Mobile-assisted language learning // The Encyclopedia of Applied Linguistics. – Oxford: Wiley-Blackwell, 2012. – P. 3701–3709.

[7] Tayebinik M., Puteh M. Op. cit. – 2012. – P. 56-62. [1-shi derekkozge silteme, birak munda MALL anyktamasyna baylanysty kayta koldanyldy]

[8] Arús Hita J., Calle Martínez C., Rodríguez Arancón P. A pedagogic assessment of mobile learning applications // UNED-ICDE Conference. – Madrid, 2013. – P. 1–12.

[9] Konotop O. The effectiveness of the BBC Learning English application // Revista Edapeci. – 2024. – Vol. 24, No. 1. – P. 142–157.

[10] Sarmiento-Chugcho K.O., Arévalo-Vega B.L., Nieves-Vacacela G.B. BBC Learning English app as a didactic resource // Polo del Conocimiento. – 2023. – Vol. 8, No. 4. – P. 886–898.

[11] Fraile M., Luque A. Best practices in mobile learning integration // Educational Technology Research. – 2015. – P. 45–60.
[12] Abnasyrova R.Zh., Iskakova Zh., Eskermesova G.A. Tsifrlyk bilim beru technologiyalary zhane til uyretu // Philological Sciences. – 2024. – No. 1. – B. 25-34.
[13] Nurtazina A.Sh. Shetel tilin okytu adistemesi. Almaty: Kazakh University, 2019. 180 b.
[14] Crompton H. A historical overview of mobile learning // Handbook of Mobile Learning. – New York: Routledge, 2013. – P. 3–14.
[15] UNESCO. Mobile learning and education // Paris: UNESCO, 2018. – 120 p.

ДИДАКТИЧЕСКИЕ ВОЗМОЖНОСТИ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Макашева А. П., кандидат педагогических наук
Тажибаева А. О., магистрант 1-курса ОП «Иностранный язык: два иностранных языка»,

[1]Кызылординский университет имени Коркыт Ата, г.Кызылорда, Казахстан

Аннотация. В данной статье рассматриваются дидактические возможности мобильных приложений в процессе обучения английскому языку. В условиях современного цифрового общества мобильное обучение рассматривается как эффективное средство обучения языку, его влияние на мотивацию, самостоятельное обучение и развитие лексических навыков учащихся анализируется на основе научных трудов. В статье дается обзор отечественных и зарубежных исследований, касающихся концепций мобильного обучения (m-learning) и мобильного изучения языка (MALL), и определяется педагогический потенциал мобильных приложений.

Анализ научной литературы показал, что мобильные приложения обладают рядом важных дидактических возможностей в обучении английскому языку. Среди них особое место занимают интерактивность, персонализированное обучение, автономное обучение и повышение мотивации.

Эффективность мобильных приложений зависит от их педагогической правильной оценки. Арус-Ита и его коллеги отмечают, что при оценке мобильных приложений необходимо учитывать их соответствие целям обучения, уровень задач и качество обратной связи. Эти показатели важны для определения дидактической ценности приложения.

Мобильное обучение-форма обучения, обеспечивающая обучение обучающихся с использованием мобильных устройств. По мнению ученых, мобильное обучение дополнит традиционную систему образования и позволит перевести учебный процесс в гибкий и персонализированный формат. Такой подход повышает учебную активность обучающегося и создает условия для реализации принципа обучения на протяжении всей жизни.

Ключевые слова: мобильное обучение, дидактические возможности, средний класс, лексические навыки, MALL

DIDACTIC FEATURES OF MOBILE APPLICATIONS IN ENGLISH LANGUAGE TEACHING

Makasheva A. P., Candidate of Pedagogical Sciences
Tazhibayeva A. O., 1st year Master's student of the educational group "foreign language: two foreign languages"

[1]Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan

Abstract. This article discusses the didactic capabilities of mobile applications in the process of learning English. In the modern digital society, mobile learning is considered as an effective means of teaching a language, its impact on motivation, independent learning and the development of lexical skills of students is analyzed on the basis of scientific works. The article provides an overview of

domestic and foreign research on the concepts of mobile learning (m-learning) and mobile language learning (MALL), and defines the pedagogical potential of mobile applications.

An analysis of the scientific literature has shown that mobile applications have a number of important didactic capabilities in teaching English. Interactivity, personalized learning, autonomous learning, and motivation enhancement occupy a special place among them.

The effectiveness of mobile applications depends on their pedagogical correct assessment. Arus-Ita and his colleagues note that when evaluating mobile applications, it is necessary to take into account their compliance with learning goals, the level of tasks and the quality of feedback. These indicators are important for determining the didactic value of the application.

Mobile learning is a form of education that provides students with learning using mobile devices. According to scientists, mobile learning will complement the traditional education system and will allow the educational process to be transformed into a flexible and personalized format. This approach increases the student's learning activity and creates conditions for the implementation of the principle of lifelong learning.

Keywords: mobile learning, didactic opportunities, middle class, lexical skills, MALL

MRNTI 14.35.09 https://doi.org/10.52081/PPS.2025.v09.i1.054

THE CONCEPT OF A MIND MAP AND METHODS FOR DEVELOPING LEXICAL SKILLS

Makasheva A.P., Candidate of Pedagogical Sciences, Senior Lecturer of the Department of "Foreign Languages and Translation"
Yessenzhol Zh., 1st year Master's student of the educational group "foreign language: two foreign languages"

[1]*Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan*

Abstract. This theoretical study examines the methodological and conceptual foundations of using mind maps in foreign language teaching, with a particular focus on the development of lexical skills. In contemporary language education, vocabulary acquisition requires structured, cognitively meaningful approaches that move beyond rote memorization. A mind map, as a visual and associative learning tool, reflects the natural organization of human thinking and enables learners to structure lexical material in a systematic and interconnected way. Despite its widespread practical use, a comprehensive pedagogical framework for integrating mind maps into vocabulary instruction remains insufficiently systematized.

The study employs conceptual analysis, comparative methods, synthesis, and modeling to examine the theoretical foundations of mind mapping in relation to associative learning theory, constructivist pedagogy, and cognitive psychology. Particular attention is given to the role of visual structuring in enhancing memory retention and semantic processing. The findings indicate that mind maps facilitate vocabulary acquisition by organizing words into semantic fields, lexical networks, collocations, and word-formation patterns. Structured pre-learning mind maps activate prior knowledge; interactive lexical mapping during learning promotes deeper semantic connections; and post-learning reconstruction tasks support consolidation and productive use of vocabulary.

Keywords: Mind maps, vocabulary acquisition, lexical skills, cognitive psychology, vocabulary

Introduction. The modernization of foreign language education has significantly transformed approaches to vocabulary teaching. In contemporary linguistic pedagogy, lexical competence is recognized as a central component of communicative competence. Without a well-developed lexical base, learners are unable to effectively express thoughts, comprehend texts, or participate in meaningful interaction. Despite this, vocabulary instruction has traditionally relied on memorization techniques, word lists, translation exercises, and repetitive drilling. Such approaches often lead to fragmented lexical knowledge, limited retention, and insufficient ability to use vocabulary in context.

In recent decades, cognitive psychology and constructivist pedagogy have emphasized the importance of meaningful learning and associative thinking in knowledge acquisition. Vocabulary is not stored in the human brain as isolated units; rather, it exists in complex semantic networks. Words are interconnected through meaning, context, collocation, morphology, and thematic association. Therefore, teaching vocabulary through linear and disconnected methods contradicts the natural organization of the mental lexicon.

In this context, the concept of the mind map has gained increasing attention in educational methodology. A mind map is a visual representation of information structured around a central concept, from which related ideas branch outward in hierarchical and associative patterns. The idea was popularized by Tony Buzan, who argued that mind mapping reflects the brain's natural radiative thinking process. Unlike traditional note-taking, which follows a linear sequence, mind maps allow learners to visualize relationships between concepts, promoting deeper cognitive processing [1, 14-б.].

The use of mind maps in vocabulary instruction corresponds to modern educational demands for learner-centered, interactive, and cognitively optimized teaching strategies. By organizing lexical units into semantic fields, collocations, word families, and thematic clusters, mind maps facilitate meaningful vocabulary acquisition and long-term retention. Furthermore, digital mind mapping tools have expanded opportunities for collaborative learning and multimodal engagement.

Despite the practical popularity of mind mapping in classrooms, there remains a lack of a unified methodological framework that systematically integrates mind maps into the development of lexical skills in foreign language instruction. In many cases, mind maps are used intuitively rather than strategically, without clear pedagogical principles or cognitive justification.

The present study aims to systematize the theoretical foundations of mind mapping and propose a comprehensive methodological model for developing lexical skills through mind maps. The research integrates cognitive, linguistic, and pedagogical perspectives to establish mind mapping as a scientifically grounded and methodologically coherent approach to vocabulary development.

Research gap. Although mind maps are widely used in general education and language teaching practice, most studies focus either on their motivational value or their general cognitive benefits. There is limited research that examines mind maps specifically as a structured methodological tool for developing lexical competence in foreign language learning.

Existing literature often highlights:

- Visual learning benefits
- Creativity enhancement
- Memory improvement

However, these studies rarely provide:

- A systematic classification of lexical mind map exercises
- A stage-based model for vocabulary development
- A cognitive explanation of how mind maps reduce lexical overload
- A pedagogical integration of mind mapping with modern language teaching theories

Moreover, vocabulary instruction in many foreign language classrooms remains fragmented. Words are introduced topic by topic, but without sufficient semantic integration or associative reinforcement. As a result, learners may recognize individual lexical units but struggle to use them productively or connect them meaningfully within discourse.

Another problem concerns the absence of a structured theoretical model linking mind mapping with cognitive load management, associative learning, and lexical network formation. Without such a model, mind maps risk being used as decorative or motivational tools rather than as cognitively optimized instruments for vocabulary development [2, 10-б.].

Thus, the current lack of a comprehensive methodological theory for the use of mind maps in lexical skill formation constitutes a clear educational and scientific gap. This gap limits the full didactic potential of mind mapping in foreign language instruction.

Research Aim and Objectives. The main aim of this study is to systematize the theoretical and methodological foundations of using mind maps for the development of lexical skills in foreign language education and to propose a comprehensive conceptual model for their effective pedagogical implementation.

To achieve this aim, the study sets the following objectives:

1. To analyze the cognitive and psychological foundations of lexical acquisition and associative thinking.

2. To examine the concept of the mind map as a visual-cognitive tool for organizing lexical knowledge.

3. To compare traditional vocabulary teaching methods with mind map–based approaches.

4. To systematize theoretical principles underlying lexical development through mind maps.

5. To develop a stage-based methodological model for integrating mind maps into vocabulary instruction.

6. To propose a taxonomy of lexical exercises based on mind mapping.

7. To determine the pedagogical principles guiding effective implementation.

The study seeks to transform mind mapping from a supplementary activity into a structured methodological system for developing lexical competence [3, 185-б.].

Problem Statement: Lexical Learning Challenges. Vocabulary acquisition presents significant cognitive and methodological challenges in foreign language learning. Unlike grammar rules, which follow systematic patterns, lexical units are numerous, context-dependent, and semantically complex. Learners must not only understand word meanings but also master pronunciation, spelling, collocations, connotations, and stylistic usage.

Several difficulties characterize lexical learning:

1. Fragmentation of vocabulary knowledge. Words are often learned individually without meaningful connections.

2. Rapid forgetting Isolated memorization leads to short-term retention.

3. Limited productive use Learners recognize words passively but struggle to use them actively.

4. Lack of semantic integration Students fail to connect new vocabulary with previously acquired lexical items [4, 14-б.].

Traditional teaching methods such as translation, word lists, and mechanical repetition do not fully address these challenges. They may support initial memorization but do not promote deep semantic processing or associative network formation.

From a cognitive perspective, effective vocabulary learning requires:

- Categorization
- Association
- Repetition in varied contexts
- Active manipulation of lexical items

Mind maps address these requirements by visualizing lexical relationships and encouraging learners to construct semantic networks actively.

1. Cognitive Foundations of Lexical Acquisition. The development of lexical skills is closely connected with cognitive processes such as perception, memory, association, categorization, and retrieval. Vocabulary learning is not a mechanical accumulation of words; it is a complex mental activity that involves encoding, storing, organizing, and recalling lexical information.

Cognitive psychology suggests that information is more effectively retained when it is meaningfully structured rather than randomly memorized. According to theories of semantic memory, words are stored in the mental lexicon as part of interconnected networks. Each lexical item is linked to other words through semantic relations (synonyms, antonyms, hyponyms), thematic associations, collocations, and morphological patterns.

When learners memorize isolated word lists, they fail to create strong associative links. As a result, retrieval becomes difficult, and vocabulary remains passive [5, 28-б.]. In contrast, when words are organized into semantic clusters or visual networks, learners form multiple cognitive connections, which strengthen memory traces and facilitate long-term retention.

Mind maps correspond to this cognitive principle. They visually represent associative networks, allowing learners to see relationships between lexical units. Instead of learning vocabulary linearly, students construct a multidimensional lexical system, which mirrors the natural organization of the mental lexicon.Thus, from a cognitive perspective, mind mapping supports deeper encoding and more efficient retrieval of lexical information.

2. The Mental Lexicon and Associative Networks. The concept of the mental lexicon refers to the way vocabulary is stored and organized in the human brain. Researchers describe it as a dynamic and interconnected system rather than a simple dictionary-like structure.

Words in the mental lexicon are connected through:

- Semantic relations (e.g., “big” – “large”)
- Oppositions (e.g., “hot” – “cold”)
- Thematic fields (e.g., “school” – “teacher” – “student”)
- Collocations (e.g., “make a decision”)
- Word families (e.g., “act” – “action” – “active” – “activity”)

When one word is activated, related words are automatically stimulated through associative links. This phenomenon is known as spreading activation. Effective vocabulary instruction should therefore aim to strengthen these associative pathways [6, 39-б.].

Mind maps function as external representations of the mental lexicon. By placing a key concept in the center and building related branches, learners visually reconstruct lexical networks. This process encourages:

- Semantic grouping
- Hierarchical classification
- Contextual expansion
- Morphological awareness

Consequently, mind mapping aligns with the psychological organization of vocabulary in the brain and supports the natural mechanisms of lexical retrieval.

3. Constructivist Pedagogy and Active Learning. Constructivist learning theory states that knowledge is actively constructed by learners rather than passively received. According to this perspective, effective learning occurs when students engage in analysis, comparison, categorization, and synthesis.

Mind mapping reflects constructivist principles because learners:

- Select relevant lexical items
- Determine relationships between words
- Organize vocabulary hierarchically
- Integrate new words with prior knowledge

Instead of copying teacher-provided lists, students become active participants in vocabulary construction. This active engagement increases motivation, autonomy, and cognitive involvement [7, 47-б.].

In foreign language instruction, learner-centered approaches emphasize meaningful interaction with lexical material. Mind maps provide opportunities for collaborative tasks, discussion, and creative expression. When students build mind maps together, they negotiate meaning and refine semantic connections, which enhances lexical competence.

Thus, the use of mind maps supports both cognitive and social dimensions of vocabulary development.

4. Visual Learning and Dual Coding. Another theoretical foundation of mind mapping lies in visual learning theory and the principle of dual coding. According to the dual coding theory proposed by Allan Paivio, information is processed through two channels: verbal and visual.

When learners receive information through both channels simultaneously, memory retention improves.

Mind maps combine:

- Words (verbal information)
- Colors and shapes (visual elements)
- Spatial organization (structural representation)
- Images and symbols (non-verbal cues)

This multimodal representation enhances cognitive engagement and supports long-term memory formation. For vocabulary development, this is especially important because lexical learning requires strong memory consolidation [8, 75-б.].

Moreover, visual structuring reduces cognitive overload by presenting information in a clear and organized manner. Instead of long textual explanations, learners see concise lexical units arranged logically. This organization facilitates comprehension and decreases extraneous cognitive effort.

5. Cognitive Load and Lexical Processing. Vocabulary learning can create significant cognitive load because learners must process multiple aspects of each word simultaneously: meaning, pronunciation, spelling, grammatical function, and usage context.

If too much information is presented in an unstructured format, learners experience overload, which negatively affects comprehension and retention [9, 89-б.].

Mind maps help manage cognitive load in several ways:

1. Chunking information. Words are grouped into meaningful clusters.
2. Hierarchical organization. Main categories and subcategories clarify relationships.
3. Visual signaling. Colors and branches guide attention.
4. Incremental expansion. Learners can gradually add new lexical items to existing structures.

By structuring vocabulary visually, mind maps reduce unnecessary cognitive burden and allow learners to focus on meaningful processing.

6. Lexical Skills: Receptive and Productive Dimensions. Lexical competence includes both receptive and productive skills.

Receptive lexical skills involve:

- Recognizing words in reading and listening
- Understanding meaning in context
- Productive lexical skills involve:
- Using words accurately in speaking
- Applying vocabulary correctly in writing

Mind maps support both dimensions.

For receptive development:

- Learners analyze semantic fields
- They identify relationships between words
- They predict vocabulary based on categories

For productive development:

- Students practice word association
- They create sentences using grouped vocabulary
- They generate thematic texts based on mind maps

Thus, mind maps function as a bridge between vocabulary recognition and vocabulary production.

7. Methodological Implications. The theoretical foundations discussed above demonstrate that mind maps are not merely creative diagrams but cognitively justified tools for lexical development. Their effectiveness is grounded in:

- Associative network theory

- Constructivist pedagogy
- Visual learning principles
- Cognitive load management
- Mental lexicon organization

However, theoretical justification alone is insufficient. For mind maps to function as a systematic teaching strategy, they must be integrated into a structured methodological framework [10, 104-б.].

The next section will focus on:

- Classification of mind maps in vocabulary teaching
- Comparison with traditional lexical instruction
- Development of a stage-based didactic model
- Methods and techniques for classroom implementation

Conceptualization of Mind Maps in Lexical Teaching and Comparative Analysis. The conceptualization of mind maps in lexical teaching requires understanding them not simply as visual diagrams but as structured cognitive tools designed to organize, systematize, and activate vocabulary knowledge. In foreign language methodology, a mind map can be defined as a hierarchically organized visual network of lexical units built around a central concept and connected through semantic, thematic, grammatical, or associative relations. This definition emphasizes both structural and functional dimensions of mind mapping in vocabulary development [12, 36-б.].

The idea of mind mapping was introduced and popularized by Tony Buzan, who described it as a technique reflecting the brain's natural radiative thinking process. Radiative thinking refers to the generation of associations that spread outward from a core idea. In the context of vocabulary acquisition, this principle corresponds to the organization of the mental lexicon, where words are interconnected through multiple semantic pathways rather than stored as isolated units. Therefore, mind maps serve as external representations of internal lexical networks.

From a methodological perspective, mind maps transform vocabulary instruction from linear presentation to multidimensional structuring. Traditional lexical teaching often introduces words sequentially, typically in the form of lists accompanied by translations or definitions. Although such methods may support short-term memorization, they do not sufficiently stimulate associative processing or semantic integration. Learners frequently remember individual words but struggle to retrieve them spontaneously in communicative situations because the lexical units remain weakly connected in memory [13, 83-б.].

In contrast, mind map–based instruction emphasizes semantic grouping and relational thinking. When learners organize vocabulary into thematic branches, subcategories, and associative clusters, they engage in deeper cognitive processing. They analyze similarities and differences, identify hierarchical relations, and establish connections between new and previously learned words. This process strengthens memory encoding and facilitates retrieval during speech production.

A comparative analysis between traditional vocabulary instruction and mind map–based approaches reveals significant methodological differences. Traditional instruction is predominantly teacher-centered, with vocabulary often selected, explained, and controlled by the instructor. Learners typically complete exercises focused on recognition, translation, or controlled usage. The structure of lexical material remains fixed and externally imposed. As a result, students may become passive recipients of information rather than active constructors of lexical knowledge.

Mind mapping, by contrast, supports learner-centered pedagogy. Students actively participate in selecting lexical items, determining relationships between them, and visually organizing vocabulary networks. This autonomy promotes deeper engagement and increases

intrinsic motivation. Moreover, mind maps allow flexibility and adaptability; different learners may construct slightly different associative networks based on their prior knowledge and cognitive preferences. Such variability reflects the individualized nature of lexical acquisition.

Another important difference concerns cognitive organization. Traditional methods often rely on repetition and memorization, which primarily activate surface-level processing. Mind maps encourage elaborative rehearsal, meaning that learners process vocabulary through analysis, categorization, and association. Elaborative processing leads to stronger memory traces and longer retention periods. In addition, visual-spatial structuring reduces fragmentation of lexical knowledge and helps learners perceive vocabulary as an integrated system.

Mind maps also facilitate the integration of various dimensions of lexical competence [14, 65-б.]. Vocabulary learning involves not only meaning recognition but also collocation patterns, word formation processes, grammatical behavior, and stylistic nuances. Through branching structures, mind maps can incorporate these dimensions simultaneously. For example, a central concept may generate branches for synonyms, antonyms, collocations, and derivative forms, creating a comprehensive lexical profile. Traditional lists rarely achieve this level of multidimensional organization.

Furthermore, mind mapping supports the transition from receptive to productive lexical skills. In traditional practice, vocabulary exercises often remain at the recognition level, such as matching or gap-filling tasks. Mind maps, however, naturally lead to communicative applications. Once a lexical network is constructed, it can serve as a scaffold for oral presentations, discussions, narrative construction, or argumentative writing. The visual map becomes a planning tool that guides speech production and enhances coherence.

It is also necessary to consider the role of digital technologies in modern lexical teaching. Digital mind mapping platforms expand the conceptual framework by enabling collaborative editing, integration of multimedia elements, and interactive modification. Learners can include images, hyperlinks, audio recordings, and color coding, which enriches semantic representation and increases engagement. Compared to static printed word lists, digital mind maps offer dynamic and expandable lexical environments [15, 14-б.].

However, the comparative analysis must also acknowledge certain limitations. Traditional vocabulary instruction provides clear structure and control, which can be beneficial for beginners who require explicit guidance. Mind mapping requires careful scaffolding, especially at early proficiency levels, to prevent cognitive overload or disorganized word placement. Therefore, mind maps should not completely replace traditional methods but rather complement and enhance them within a balanced instructional framework [11, 78-б.].

In summary, the conceptualization of mind maps in lexical teaching positions them as cognitively grounded, learner-centered, and structurally flexible tools for vocabulary development. Compared to traditional linear methods, mind mapping promotes associative thinking, semantic integration, deeper processing, and productive application. When implemented systematically and strategically, mind maps transform vocabulary instruction from memorization-based practice into an active process of lexical network construction, thereby significantly enhancing the formation of lexical skills in foreign language learning.

References:

[1] Buzan, T. (2018). *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life*. BBC Active.

[2] Paivio, A. (2014). Intelligence, Dual Coding Theory, and the Brain. *Intelligence, 45*, 36–43. https://doi.org/10.1016/j.intell.2013.07.008

[3] Sweller, J. (2011). Cognitive Load Theory. *Psychology of Learning and Motivation, 55*, 37–76. https://doi.org/10.1016/B978-0-12-387691-1.00002-8

[4] Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.

[5] Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Palgrave Macmillan.

[6] Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education.

[7] Novak, J. D., & Cañas, A. J. (2008). The Theory Underlying Concept Maps and How to Construct Them. Institute for Human and Machine Cognition.

[8] Mayer, R. E. (2014). Cognitive Theory of Multimedia Learning. In R. E. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (2nd ed., pp. 43–71). Cambridge University Press. https://doi.org/10.1017/CBO9781139547369.005

[9] Schmitt, N., & McCarthy, M. (Eds.). (1997). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press.

[10] Richards, J. C. (2006). Communicative Language Teaching Today. Cambridge University Press.

[11] Ur, P. (2012). *A Course in English Language Teaching* (2nd ed.). Cambridge University Press.

[12] Abisheva, S. K., & Tazhibayeva, S. (2021). Innovative Methods in Vocabulary Teaching in Kazakhstan Schools. *Bulletin of the University of Karaganda, Pedagogy Series*, 102(2), 98–107.

[13] Kalyuga, S. (2012). Interactive Multimedia Learning: Cognitive Load Theory Perspective. *Journal of Computer Assisted Learning, 28*(2), 107–115. https://doi.org/10.1111/j.1365-2729.2011.00416.x

[14] Nation, I. S. P., & Webb, S. (2011). *Researching and Analyzing Vocabulary*. Heinle Cengage Learning.

[15] Nurbekova, Z., & Aimicheva, G. (2020). Modern Educational Technologies in Foreign Language Teaching in Kazakhstan. *International Journal of Emerging Technologies in Learning, 15*(12), 234–245. https://doi.org/10.3991/ijet.v15i12.14567

Литература

[1] Бьюзан Т. (2018). Книга "Карта разума": Раскройте свой творческий потенциал, улучшите память, измените свою жизнь. BBC Active.

[2] Пайвио А. (2014). Интеллект, теория двойного кодирования и мозг. Интеллект, 45, 36-43. https://doi.org/10.1016/j.intell.2013.07.008

[3] Суэллер Дж. (2011). Теория когнитивной нагрузки. Психология обучения и мотивации, 55, 37-76. https://doi.org/10.1016/B978-0-12-387691-1.00002-8

[4] Nation, I. S. P. (2013). Изучение лексики на другом языке (2-е изд.). Издательство Кембриджского университета.

[5] Шмитт, Н. (2010). Исследование словарного запаса: Руководство по изучению словарного запаса. Пэлгрейв Макмиллан.

[6] Торнбери, С. (2002). Как обучать лексике. Pearson Education.

[7] Новак Дж. Д. и Каньяс А. Дж. (2008). Теория, лежащая в основе концептуальных карт, и способы их построения. Институт когнитивных исследований человека и машин.

[8] Майер, Р. Э. (2014). Когнитивная теория мультимедийного обучения. В книге Р. Э. Майера "Кембриджское руководство по мультимедийному обучению" (2-е изд., стр. 43-71). Издательство Кембриджского университета. https://doi.org/10.1017/CBO9781139547369.005

[9] Шмитт, Н., и Маккарти, М. (ред.). (1997). Словарь: описание, приобретение и педагогика. Издательство Кембриджского университета.

[10] Ричардс, Дж. К. (2006). Коммуникативное обучение языку сегодня. Издательство Кембриджского университета.

[11] Ур, П. (2012). Курс преподавания английского языка (2-е изд.). Издательство Кембриджского университета.

[12] Абишева С. К. и Тажибаева С. (2021). Инновационные методы преподавания лексики в казахстанских школах. Вестник Карагандинского университета, серия "Педагогика", 102(2), 98-107.

[13] Калюга, С. (2012). Интерактивное мультимедийное обучение: перспектива теории когнитивной нагрузки. Журнал компьютерного обучения, 28 (2), 107-115. https://doi.org/10.1111/j.1365-2729.2011.00416.x

[14] Nation, I. S. P., & Webb, S. (2011). Исследование и анализ словарного запаса. Обучение по программе Heinle Cengage.

[15] Нурбекова З., Аймичева Г. (2020). Современные образовательные технологии в преподавании иностранных языков в Казахстане. Международный журнал новых технологий в обучении, 15 (12), 234-245. https://doi.org/10.3991/ijet.v15i12.14567

МЕНТАЛДЫҚ КАРТАНЫҢ ТҰЖЫРЫМДАМАСЫ ЖӘНЕ ЛЕКСИКАЛЫҚ ДАҒДЫЛАРДЫ ДАМЫТУ ӘДІСТЕРІ

Макашева А.П., педагогика ғылымдарының кандидаты
Есенжол Ж., «Шет тілі: екі шет тілі» ББББ 1 курс магистранты

[1]Қоркыт Ата атындағы Қызылорда университеті, Қызылорда қ., Қазақстан

Аңдатпа. Бұл теориялық зерттеу лексикалық дағдыларды дамытуға ерекше назар аудара отырып, шет тілін оқытуда интеллект карталарын қолданудың әдіснамалық және тұжырымдамалық негіздерін қарастырады. Қазіргі тілдік білім беруде лексиканы меңгеру үшін механикалық есте сақтаудан тыс құрылымдық, когнитивті маңызды тәсілдер қажет. Психикалық карта визуалды және ассоциативті оқыту құралы ретінде адамның ойлауының табиғи ұйымдастырылуын көрсетеді және студенттерге лексикалық материалды жүйелеуге және оны байланыстыруға мүмкіндік береді. Кең практикалық қолданылуына қарамастан, ақыл-ой карталарын лексиканы оқытуға интеграциялаудың кешенді педагогикалық негізі жеткілікті түрде жүйеленбеген күйінде қалып отыр.

Зерттеу ассоциативті оқыту теориясына, конструктивистік педагогикаға және когнитивті психологияға байланысты психикалық картаға түсірудің теориялық негіздерін зерттеу үшін тұжырымдамалық талдауды, салыстырмалы әдістерді, синтезді және модельдеуді қолданады. Есте сақтау мен семантикалық өңдеуді жақсартудағы визуалды құрылымдаудың рөліне ерекше назар аударылады. Зерттеу нәтижелері интеллект карталары сөздерді семантикалық өрістерге, лексикалық желілерге, сөз тіркестеріне және сөзжасамдық схемаларға біріктіру арқылы сөздік қорын игеруді жеңілдететінін көрсетеді. Оқытудан бұрын қолданылатын құрылымдық интеллект карталары алдын ала білімді белсендіреді; оқыту кезіндегі интерактивті лексикалық сәйкестік семантикалық байланыстарды тереңдетуге ықпал етеді, ал оқытудан кейінгі қалпына келтіру тапсырмалары сөздік қорын шоғырландыруға және өнімді пайдалануға ықпал етеді.

Тірек сөздер: ақыл-ой карталары, сөздік қорын алу, лексикалық дағдылар, когнитивті психология, сөздік

КОНЦЕПЦИЯ МЕНТАЛЬНОЙ КАРТЫ И МЕТОДЫ РАЗВИТИЯ ЛЕКСИЧЕСКИХ НАВЫКОВ

Макашева А.П., кандидат педагогических наук
Есенжол Ж., магистрант 1 курса ОП "Иностранный язык: два иностранных языка"

[1]Кызылординский университет имени Коркыт Ата, г.Кызылорда, Казахстан

Аннотация. В этом теоретическом исследовании рассматриваются методологические и концептуальные основы использования интеллект-карт в обучении иностранному языку с особым акцентом на развитие лексических навыков. В современном языковом образовании для овладения словарным запасом требуются структурированные, когнитивно значимые подходы, выходящие за рамки механического запоминания. Ментальная карта, как визуальный и ассоциативный инструмент обучения, отражает естественную организацию человеческого мышления и позволяет учащимся систематизировать лексический материал и связывать его между собой. Несмотря на широкое практическое применение, комплексная педагогическая основа для интеграции ментальных карт в обучение лексике остается недостаточно систематизированной.

В исследовании используются концептуальный анализ, сравнительные методы, синтез и моделирование для изучения теоретических основ ментального картирования в связи с теорией ассоциативного обучения, конструктивистской педагогикой и когнитивной психологией. Особое внимание уделяется роли визуального структурирования в улучшении запоминания и семантической обработки. Результаты исследования показывают, что интеллект-карты облегчают усвоение словарного запаса, объединяя слова в семантические поля, лексические сети, словосочетания и словообразовательные схемы. Структурированные интеллект-карты, используемые перед обучением, активизируют предварительные знания; интерактивное лексическое сопоставление во время обучения способствует углублению семантических связей, а задания по восстановлению после обучения способствуют закреплению и продуктивному использованию словарного запаса.

Ключевые слова: Интеллект-карты, приобретение словарного запаса, лексические навыки, когнитивная психология, словарный запас

МРНТИ 14.35.09; 20.23.29 https://doi.org/10.52081/PPS.2025.v09.i1.055

MODERN AI TOOLS: FEATURES AND APPLICATIONS

Nurlanbekova.E.K., Candidate of Pedagogical Sciences
https://orcid.org/0000-0003-0268-3768, nur.eriya@mail.ru
Makhayeva.G.B., 1st year Master's student of the educational group "foreign language: two foreign languages", https://orcid.org/0009-0007-2754-5202, gazizamakhayeva@gmail.com

Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan

Abstract. This article provides an overview of modern artificial intelligence (AI) tools and their main features and applications in today's digital environment. The study focuses on several widely used AI platforms, including ChatGpt, Ideogram, Suno AI, Character.ai. The article describes the primary functions of these tools and explains how artificial intelligence is being integrated into different areas such as text generation, music creation, image generation, writing assistance, and interactive communication. The research applies a descriptive and analytical approach to examine the capabilities and practical uses of contemporary AI technologies. Particular attention is given to the diversity of AI applications and the growing accessibility of such tools for everyday users. The article also highlights how modern AI systems simplify creative, professional, and communication-related tasks by automating processes and generating digital content.

These innovations have enabled the creation of intelligent systems that can comprehend and respond to complex inputs, resulting in transformative applications across multiple industries and fields. Looking to the future, the potential of AI continues to grow as ongoing research and innovation push the limits of what machines can accomplish. As AI becomes more deeply integrated into everyday life, it is increasingly important to understand its core principles and capabilities in order to effectively navigate both the opportunities and challenges it brings.

Keywords: Artificial Intelligence (AI), AI tools, generators, creation, platform

Introduction. Artificial Intelligence (AI) refers to a broad range of technologies and methods designed to enable machines to perform tasks that typically require human intelligence. Fundamentally, AI aims to replicate cognitive processes such as learning, reasoning, problem-solving, and perception. This wide field includes everything from rule-based systems to advanced machine learning algorithms. Over time, AI has evolved considerably—modern systems can now analyze large datasets, detect patterns, and make autonomous decisions. The reach of AI extends beyond standard computing, covering areas like robotics, natural language processing, and computer vision, among others.

In recent years, Artificial Intelligence (AI) has experienced rapid progress, largely due to major advances in machine learning, deep learning, and neural network architectures**.** These innovations have enabled the creation of intelligent systems that can comprehend and respond to complex inputs, resulting in transformative applications across multiple industries and fields. Looking to the future, the potential of AI continues to grow as ongoing research and innovation push the limits of what machines can accomplish. As AI becomes more deeply integrated into everyday life, it is increasingly important to understand its core principles and capabilities in order to effectively navigate both the opportunities and challenges it brings [Miguel Angel Macias Loor, 2024].

Artificial intelligence is commonly divided into three main categories: Artificial Narrow Intelligence (ANI), Artificial General Intelligence (AGI), and Artificial Super Intelligence (ASI). ANI, often referred to as Narrow AI, is designed to perform specific tasks with high efficiency, such as weather forecasting or playing chess. Examples of this type of

AI include virtual assistants like Google Assisstant and Siri, as well as translation and natural language processing tools such as Google Translate.

AGI represents a more advanced stage of AI development. Unlike ANI, AGI is expected to possess human-like cognitive abilities, allowing it to understand, learn, and apply knowledge across a wide variety of tasks. ASI refers to a hypothetical form of intelligence that would surpass human capabilities in all areas, including creativity, scientific thinking, decision-making, and social interaction. The possible emergence of ASI has generated significant discussion and concern regarding its impact on society and the challenges humans may face in adapting to such technological advancement [2]

Materials and Methods. The development of AI techniques has led to the emergence of various AI technologies, many of which are now available "as a service" and are widely used across different fields. These technologies include:

Natural Language Processing (NLP): This involves the use of AI to automatically understand and interpret written language. It includes semantic analysis, which helps systems comprehend meaning (used in areas like translation and legal document analysis), and text generation, such as automated journalism or report writing.

Speech Recognition: This technology extends NLP to spoken language, allowing AI to recognize and process human speech. It is commonly used in smartphones, virtual assistants (like Siri or Alexa), and conversational chatbots in sectors such as banking and customer service.

Image Recognition and Processing: AI is used to identify and interpret visual information in various forms. Applications include facial recognition (such as for electronic passports), handwriting recognition (for automated postal sorting), image manipulation (for creating deepfakes), and autonomous vehicles, which rely on image analysis to navigate safely.Autonomous Agents: These are AI systems capable of acting independently in different environments. Examples include game avatars, malicious software bots, virtual assistants or companions, intelligent robots, and even autonomous military systems used in warfare.

Affect Detection: This refers to AI's ability to analyze human emotions or moods by examining text, facial expressions, and behavior, often used in sentiment analysis, customer service, and educational technologies.Data Mining for Prediction: AI is applied to analyze large datasets and identify patterns that help predict future events or outcomes. Common uses include medical diagnosis, weather forecasting, business trend analysis, smart city management, financial forecasting, and fraud detection.

Artificial Creativity: AI systems can now generate original content, such as photographs, music, artworks, and written stories, demonstrating creative capabilities that mimic or complement human imagination [UNESCO, 2021]. According to Muakhmal Salam (2024), the following types of AI-based tools are among the most widely used. One prominent category is language learning applications, which employ AI to adapt content to learners' proficiency levels, with particular emphasis on vocabulary items that present the greatest difficulty. These applications use spaced repetition algorithms to strengthen long-term memory by reviewing words at optimal intervals. Well-known examples of such tools include.

Duolingo and Memrise. AI-powered chatbots represent another widely used category of AI tools. These systems enable learners to practice real-time conversations and actively apply vocabulary in meaningful contexts. By responding to text or voice input, chatbots can generate immediate feedback and offer suggestions for improvement, making vocabulary learning more interactive and dialogue-based. Common examples of AI-powered chatbots include ChatGpt, Claude, and Gemini. Speech recognition tools form another category of AI applications in language learning. These systems analyze learners' pronunciation and accent, providing corrective feedback and targeted exercises to support improvement. By

emphasizing accurate pronunciation, such tools help learners not only acquire vocabulary but also produce it correctly in spoken communication. Well-known examples include Rosetta Stone and ELSA Speak.

Writing assistant tools are another type of AI application in language learning. These tools analyze learners' written work and provide real-time suggestions for vocabulary improvements, synonyms, and grammatical corrections. By showing how words function within sentence structures, they support the development of advanced vocabulary and writing skills. Notable examples of such tools include Grammarly and ProWritingAid [Muakhmal Salam, 2024].

ChatGPT is an AI-based program designed to produce conversational responses. Developed by OpenAI, this advanced chatbot uses machine learning to examine and interpret vast amounts of data in order to reply to user questions. It can comprehend both spoken and written human language, enabling it to process input effectively and generate appropriate responses [University of Central Arkansas, n.d.].

GPT-3 (Generative Pretrained Transformer 3), GPT-3.5, and GPT-4 can produce text that closely resembles human writing and are used for tasks like language translation, language modelling, and generating text for applications such as chatbots. GPT-3.5, with its 175 billion parameters, stands out as one of the most powerful language models available. It allows users to input a variety of text-based prompts—ranging from questions and writing tasks to many other language-related requests—enabling the AI to respond accordingly.

ChatGPT-3.5 can be used for a wide range of tasks, including writing essays, generating Excel formulas, composing poems and movie scripts, researching topics and summarizing content, creating cover letters or CVs, writing code, and planning holidays.

A more advanced version of ChatGPT, known as ChatGPT-4, is available for paid subscribers ($20/£16 per month). This latest model offers enhanced capabilities, such as engaging in conversations in 26 different languages for language learning, generating recipes based on images of ingredients, and describing visual content to assist blind individuals [Alex, 2023].

ChatGPT can be used in language learning environments to support learners in developing various language skills and sub-skills. It can offer constructive feedback and comments on learners' language performance, thereby enhancing their overall language proficiency. Moreover, ChatGPT can generate grammatically correct sentences, helping students produce coherent and well-structured texts. As an AI-assisted learning tool, it can also comprehend human queries and deliver accurate and contextually appropriate responses [Ling, 2023].

Claude, created by Anthropic AI, refers to an advanced AI chatbot. Designed to engage in natural, text-based dialogue, Claude is particularly effective in tasks such as summarizing content, editing, answering questions, supporting decision-making, writing code, and more.

Anthropic currently provides three versions of the Claude model: Claude 1, Claude 2, and Claude-Instant. Although all of them are text-based language models, each version exhibits distinct capabilities. Claude is continually trained on updated data and can process inputs of up to 75,000 words—enabling it to comprehend and analyze short books. Ultimately, Claude aims to deliver intelligent, human-like interactions while upholding a strong commitment to ethical standards. Getting started with Claude AI is a straightforward process. The first step involves creating an account or logging in at claude.ai. A question or message can then be entered into the input field. Additionally, a PDF or text document may be uploaded to provide contextual information alongside the message. Once the conversation begins, responses from Claude can be copied, the prompt can be retried to generate an alternative reply, and feedback can be submitted on the output. Claude's different versions

closely align with OpenAI's models: Claude-Instant is more affordable and faster, much like GPT-3.5, while Claude-2 offers more advanced capabilities, comparable to GPT-4, though it operates more slowly. Claude is limited to the information included in the prompt—it cannot access external data, nor can it process or generate images. The free version of Claude is generally stronger than the free version of ChatGPT, but ChatGPT's paid plan offers broader knowledge and more advanced features than Claude's subscription [Meier, 2024].

Grammarly is a widely used tool for checking spelling and sentence structure. It offers a comprehensive set of features to help maintain clear and accurate English, allowing adjustments to tone and providing suggestions to streamline lengthy or complicated sentences. With numerous extensions and integrations, it can be used in nearly any text field. It also includes basic generative text capabilities [Replogle, 2025].

In its most basic form, Grammarly uses AI to assist with idea generation, correct grammar and spelling mistakes, and reword text. It introduced a generative AI feature called Grammarly GO. This tool goes beyond basic corrections by helping users brainstorm, rephrase, and create text—particularly useful for overcoming writer's block or refining difficult sentences [Froment, 2024].

ProWritingAid is a free program that examines our writing for grammatical errors and offers suggestions to enhance our writing style. It can help us prevent errors and strengthen our writing. In addition, it includes a written forgery detector. It attempts to access virtually all sites on the Internet, including email inboxes and other prominent locations. This tool distinguishes itself from other grammar checkers through the detailed structure of its feedback reports. It offers more comprehensive analysis by generating 20 different types of reports, catering to users with varying levels of writing proficiency. These reports cover a wide range of aspects, including style, grammar, overused words, clichés, thesaurus suggestions, repetition, sentence length, pronoun usage, alliteration, transitions, diction, and plagiarism. The program also assigns individual scores for each category along with an overall score, making it easier for writers to identify areas for improvement and enhance their skills [Tira Nur Fitria, 2023].

Ideogram is a highly effective AI-powered image generator that excels at producing visuals with smoothly integrated text. Unlike other tools such as Midjourney or Canva AI—which, while helpful, sometimes lacked the polished look needed for B2B tech—Ideogram consistently delivers clean, professional-quality graphics. Its ability to blend text seamlessly into images makes it especially well-suited for business and tech-focused content.

In terms of accessibility, Ideogram offers most of its features for free, making it an attractive option compared to platforms that require a paid subscription. This allows users to start experimenting with no upfront costs.

The platform also includes a Prompt Helper tool, which suggests useful keywords and phrases to refine image prompts—especially valuable for those new to AI image generation. Combined with a clean, intuitive interface and helpful features like the Remix function, Ideogram is easy to use regardless of experience level.

Stylistically, Ideogram supports a broad range—from typography and illustrations to cinematic visuals and 3D rendering—while avoiding overly fantastical aesthetics. Unlike other generators that lean toward dramatic, fantasy-style imagery, Ideogram maintains a more professional, polished look that fits seamlessly into B2B presentations and marketing materials [Cambell, n.d.].

Suno AI is a music creation tool powered by artificial intelligence. It enables users, regardless of their musical background, to generate original music. Acting like a virtual composer and producer, the program simplifies the entire creative process. Original songs can be crafted from scratch, or enhancements can be made to existing projects using its features.

Four friends—Michael Shulman, Georg Kucsko, Martin Camacho, and Keenan Freyberg—who shared a deep interest in music and technology, founded Suno AI. They partnered with Universal Music Group, a major force in the music industry, with the goal of using advanced AI models to simplify music creation and make it accessible to everyone.

Suno AI supports a wide range of musical genres, including pop, rock, hip-hop, electronic, and more, allowing users to experiment and find the perfect sound for any project. Its customizable features make it easy to adjust song structures—change the tempo, key, or instruments—to create music that truly reflects a personal style. A vast library of royalty-free samples and loops offers even more creative flexibility, enabling users to mix and match elements to build unique soundscapes. In its latest version, developed with the vision of co-founder Martin Camacho, Suno AI also introduces vocal generation, allowing seamless integration of vocals into tracks for a fuller, more dynamic sound. To top it off, Suno AI includes built-in copyright protection, ensuring that every musical creation is legally safeguarded. With all these features, Suno AI makes professional-quality music creation accessible, customizable, and secure [Joharder, 2026].

Gamma is an AI-powered tool for creating presentations, documents, and webpages. It allows users to quickly generate slide decks or webpages by entering a brief prompt, uploading a file, or pasting existing content as the basis for the project.

Gamma generates AI presentations with a default of 8 slides, regardless of the prompt, and slides can be added or removed manually.

Pros:

- Offers multiple customization options for presentations
- Decks are responsive across desktop, mobile, and tablet devices
- Fast performance of the presentation AI
- Automatically handles formatting and alignment

Cons:

- Limited variety of templates for different presentation types
- Very basic themes
- No support for animating individual slide elements
- Not compatible with Google Slides
- Lacks an offline editing option
- May experience lag with a weak internet connection [Daniel, 2025].

Character.AI is an online platform powered by a neural language model that processes extensive textual data in order to generate responses to user prompts. The platform allows users to design custom characters, which may be either fictional or modeled on real individuals, regardless of whether they are living or deceased. For instance, a brief search of the website reveals user-created characters representing public figures such as Billie Eilish, Ariana Grande, and Napoleon Bonaparte. The system enables interaction with a single character in an individual dialogue format, as well as participation in multi-character group conversations in which several characters can communicate simultaneously with each other and with the user.

Results and Discussion. Within Character.AI, users can locate characters by searching either for a specific name or for the media source (e.g., book, television series, or film) with which the character is associated. The search results typically present the most relevant matches according to the entered keywords, with characters that have the highest interaction frequency generally appearing at the top of the list.

After selecting a character, a dialogue interface opens in which the character initiates the interaction with an introductory message. Users may then engage in conversation with the character. Following each response, users are able to evaluate the quality of the reply using a rating scale from one to four, thereby contributing feedback that supports the ongoing

improvement of the language model's ability to generate accurate and contextually appropriate responses.

The chat interface includes a microphone function that supports speech-to-text input, allowing users to verbally produce messages that are automatically converted into written form and transmitted within the dialogue. According to Character.AI, text-to-speech functionality for character responses, which would enable characters to produce audible replies, is still under development. Nevertheless, creators currently have the option to assign a synthetic voice to their characters through the advanced settings available during the character creation process [De Luna, 2023].

Conclusion. In conclusion, modern artificial intelligence tools continue to transform the way people interact with technology and digital information. The rapid development of AI has contributed to the emergence of innovative systems capable of generating texts, creating visual and audio content, processing information, and simulating human-like communication. As AI technologies continue to evolve, they are becoming more sophisticated, accessible, and integrated into everyday digital environments.

The study demonstrates that contemporary AI tools are characterized by a wide variety of features and capabilities, reflecting the ongoing progress in artificial intelligence development. Furthermore, the increasing popularity of AI technologies indicates their growing influence on modern society and digital culture.

Overall, understanding the functions and applications of AI tools is important for recognizing the role of artificial intelligence in the modern world and its potential for future technological advancement.

References:

[1] Dolores Monserrate Alcivar Solorzano, Angela Katherine Vera Moreira 13, (2024). Integration of Artificial Intelligence in English Teaching.

[2] Gina Kwid, Nicole Sarty and Dazhi Yang, (2024). A Review of AI Tools: Definitions, Functions, and Applications for K-12 Education.

[3] UNESCO, (2021). AI and education. Guidance for policy-makers

[4] Muakhmal Salam 15-19, (2024). Exploring advantages and innovativeness of using AI-based tools for English vocabulary learning

[5] Univerity of Central Arkansas. (n.d.). Chat GPT: What is it? https://uca.edu/cetal/chat-gpt/

[6] Alex Hughes, (2023). ChatGPT: Everything you need to know about OpenAI's GPT – 4 tool. https://www.sciencefocus.com/future-technology/gpt-3

[7] Ling Wei, (2023). Artificial Intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning.

[8] Josh Meier, (2024). What is Claude AI? Anthropic's LLM vs ChatGPT.

[9] Nicole Replogle, (2025). The best AI productivity tools in 2026. https://zapier.com/blog/best-ai-productivity-tools/#grammarly

[10] Liz Froment, (2024). Grammarly Review: Why It's the Best Writing Tool for Freelancers. https://www.locationrebel.com/grammarly-review/

[11] Tira Nur Fitria, (2023). ProWritingAid as AI-Powered Writing Tools: The Performance in Checking Grammar and Spelling of Students'

[12] Sean Cambell, (n.d.). A Market Researcher's Review: Ideogram.

[13] Fahim Joharder, (2026). I Made 50+ Songs with Suno AI – Here's the Truth https://www.fahimai.com/suno-ai

[14] Daniel, (2025). In – depth review of Gamma and alternative AI presentation tools. https://plusai.com/blog/gamma-and-other-ai-presentation-tools

[15] Elizabeth De Luna, (2023). Character. AI: What It Is And How To Use It. https://in.mashable.com/tech/53202/characterai-what-it-is-and-how-to-use-it

Литература:

[1] Долорес Монсеррат Альчивар Солорзано, Анджела Кэтрин Вера Морейра, 13 лет, (2024). Интеграция искусственного интеллекта в преподавание английского языка.

[2] Джина Квид, Николь Сарти и Дажи Янг, (2024). Обзор инструментов искусственного интеллекта: определения, функции и приложения для образования класса К-12.

[3] ЮНЕСКО, (2021). Искусственный интеллект и образование. Руководство для разработчиков политики

[4] Муахмал Салам, 15-19, (2024). Исследование преимуществ и инновационности использования инструментов на основе искусственного интеллекта для изучения английского языка

[5] Университет Центрального Арканзаса. (n.d.). Чат GPT: Что это? https://uca.edu/cetal/chat-gpt/

[6] Алекс Хьюз, (2023). Чат GPT: Все, что вам нужно знать об инструменте OpenAI GPT – 4. https://www.sciencefocus.com/future-technology/gpt-3

[7] Лин Вэй, (2023). Искусственный интеллект в языковом обучении: влияние на успеваемость в изучении английского языка, мотивацию к обучению на уровне L2 и саморегулируемое обучение.

[8] Джош Мейер, (2024). Что такое Клод АЙ? Магистерская программа Anthropic против ChatGPT.

[9] Николь Реплогл, (2025). Лучшие инструменты повышения производительности с помощью искусственного интеллекта в 2026 году. https://zapier.com/blog/best-ai-productivity-tools/#grammarly

[10] Лиз Фромант, (2024). Обзор Grammarly: почему это лучший инструмент для написания текстов для фрилансеров. https://www.locationrebel.com/grammarly-review/

[11] Tira Nur Fitria, (2023). ProWritingAid как инструмент для написания текстов на базе искусственного интеллекта: Эффективность проверки грамматики и правописания учащихся

[12] Шон Кэмбелл (штат Нью-Йорк). Обзор исследователя рынка: Идеограмма.

[13] Фахим Джохардер, (2026). Я записал более 50 песен с Суно АЙ – Вот правда https://www.fahimai.com/suno-ai

[14] Дэниел, (2025). Подробный обзор Gamma и альтернативных инструментов презентации ИИ. https://plusai.com/blog/gamma-and-other-ai-presentation-tools

[15] Элизабет Де Луна, (2023). Персонаж. AI: Что Это Такое И Как Им Пользоваться. https://in.mashable.com/tech/53202/characterai-what-it-is-and-how-to-use-it

ЗАМАНАУИ ЖАСАНДЫ ИНТЕЛЛЕКТ ҚҰРАЛДАРЫ: МҮМКІНДІКТЕРІ МЕН ҚОЛДАНЫЛУЫ

Нурланбекова Е.К., педагогика ғылымдарының кандидаты
Махаева Ғ.Б., «Шет тілі: екі шет тілі» ББББ 1-курс магистранты

Қорқыт ата атындағы Қызылорда университеті, Қызылорда қ., Қазақстан

Аңдатпа. Дерексіз. Бұл мақалада заманауи жасанды интеллект (AI) құралдарына, олардың негізгі функциялары мен заманауи цифрлық ортада қолданылуына шолу берілген. Зерттеу chatgpt, Ideogram, Suno AI сияқты кеңінен қолданылатын бірнеше AI платформаларына бағытталған, Character.ai. мақалада осы аспаптардың негізгі функциялары сипатталған және жасанды интеллекттің мәтін құру, музыка жасау, кескін жасау, мәтін жазуға көмектесу және интерактивті қарым-қатынас сияқты әртүрлі салаларға қалай біріктірілетіні түсіндіріледі. Зерттеу заманауи жасанды интеллект технологияларының мүмкіндіктері мен практикалық қолданылуын зерттеу үшін сипаттамалық және аналитикалық тәсілді қолданады. Жасанды интеллект Қосымшаларының әртүрлілігіне және мұндай құралдардың қарапайым пайдаланушылар үшін қол жетімділігінің артуына ерекше назар аударылады. Мақалада сонымен қатар заманауи жасанды интеллект жүйелері процестерді автоматтандыру және

цифрлық мазмұнды құру арқылы шығармашылық, кәсіби және коммуникациялық тапсырмаларды қалай жеңілдететіні туралы айтылады.

Бұл инновациялар күрделі кірістерді қабылдауға және оларға жауап беруге қабілетті интеллектуалды жүйелерді құруға мүмкіндік берді, нәтижесінде көптеген салалар мен қызмет салаларында трансформациялық қосымшалар пайда болды. Болашаққа көз жүгіртсек, жасанды интеллекттің әлеуеті артып келеді деп айтуға болады, өйткені қазіргі зерттеулер мен инновациялар машиналарға мүмкіндік береді. Жасанды интеллект күнделікті өмірге тереңірек енген сайын, оның негізгі принциптері мен мүмкіндіктерін түсіну, оның өзімен бірге алып жүрген мүмкіндіктері мен мәселелерін тиімді пайдалану маңызды бола бастайды.

Тірек сөздер: жасанды интеллект (AI), AI құралдары, генераторлар, құру, платформа

СОВРЕМЕННЫЕ ИНСТРУМЕНТЫ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: ВОЗМОЖНОСТИ И ПРИМЕНЕНИЕ

Нурланбекова Е.К., кандидат педагогических наук
Махаева Ғ.Б., магистрант 1 курса ОП «Иностранный язык: два иностранных языка»

Кызылординский университет имени Коркыт Ата, г.Кызылорда, Казахстан

Аннотация. В этой статье представлен обзор современных инструментов искусственного интеллекта (ИИ), их основных функций и применений в современной цифровой среде. Исследование посвящено нескольким широко используемым платформам ИИ, включая ChatGpt, Ideogram, Suno AI, Character.ai. В статье описываются основные функции этих инструментов и объясняется, как искусственный интеллект интегрируется в различные области, такие как генерация текста, создание музыки, создание изображений, помощь в написании текстов и интерактивное общение. В исследовании используется описательный и аналитический подход для изучения возможностей и практического применения современных технологий искусственного интеллекта. Особое внимание уделяется разнообразию приложений искусственного интеллекта и растущей доступности таких инструментов для обычных пользователей. В статье также рассказывается о том, как современные системы искусственного интеллекта упрощают творческие, профессиональные и коммуникационные задачи за счет автоматизации процессов и создания цифрового контента.

Эти инновации позволили создать интеллектуальные системы, способные воспринимать сложные входные данные и реагировать на них, что привело к созданию преобразующих приложений во многих отраслях и областях деятельности. Заглядывая в будущее, можно сказать, что потенциал искусственного интеллекта продолжает расти, поскольку текущие исследования и инновации расширяют возможности машин. По мере того как искусственный интеллект все глубже интегрируется в повседневную жизнь, становится все более важным понимать его основные принципы и возможности, чтобы эффективно использовать как возможности, так и проблемы, которые он несет с собой.

Ключевые слова: Искусственный интеллект (ИИ), инструменты ИИ, генераторы, создание, платформа

MRNTI 14.25.09 https://doi.org/10.52081/PPS.2025.v09.i1.056

SUBTITLES vs. NO SUBTITLES: WHICH APPROACH BETTER PROMOTES VOCABULARY GROWTH IN FOREIGN LANGUAGE LEARNING?

Nurlanbekova.E.K., Candidate of Pedagogical Sciences
https://orcid.org/0000-0003-0268-3768, nur.eriya@mail.ru
Ormantay.A.S.*, Second-year master's student in the program "Foreign Language Teacher Training"
https://orcid.org/0009-0003-4684-5826, a_ormantay@bk.ru

[1]*Korkyt Ata Kyzylorda university, Kyzylorda, Kazakhstan*
[2]*№144 secondary school named after S.Alzhikov, Kyzylorda, Kazakhstan*

Abstract. This article discusses the effectiveness of using audiovisual materials, including subtitles, in the process of teaching of foreign language. Nowadays ,with the development of modern times, the availability of multimedia technologies, especially video materials for foreign language learners,has increased exponentially. In this context, the role of multimedia technologies is growing through the use of modern educational complexes such as "Upstream". However, the pedagogical community and researchers face a methodological dilemma: Are subtitles a tool for students or a barrier to listening skills?

The primary objective of this empirical study is to conduct a rigorous, comparative analysis regarding the structural dynamics of how students acquire and retain new vocabulary when exposed to foreign language listening tasks under two distinct conditions: with and without the aid of subtitled text. To provide a robust conceptual framework, the theoretical foundation of this article is strictly anchored in Allan Paivio's Dual Coding Theory and Richard Mayer's cognitive principles of multimedia learning. Synthesizing these influential frameworks allows for a comprehensive evaluation of subtitles, examining their dual function as both a visual and verbal scaffolding mechanism that can accelerate lexical mapping, while simultaneously analyzing the potential pedagogical risks associated with extraneous cognitive load and split-attention effects.

Key words: listening strategies, subtitling, lexical competence, English language teaching.

Introduction. In the contemporary context of the profound transformation of the global educational paradigm, the ongoing search for innovative, highly effective methods of teaching foreign languages has increasingly become a paramount academic priority. Within this shifting pedagogical landscape, multimedia technologies have rapidly evolved to become far more than a mere auxiliary instructional tool; rather, they now function as an integral, core component that fundamentally shapes and defines the overall structure, delivery, and content of the modern educational process. The systematic integration of authentic video materials does not merely enhance students' cognitive activity, critical thinking, and intrinsic motivation, but it also creates an immersive learning environment. This approach allows learners to perceive, analyze, and absorb the target language within a real, culturally nuanced communicative context, thereby bridging the gap between theoretical classroom knowledge and practical, real-world communication.

However, the precise role and pedagogical value of subtitles and captions in the presentation of audiovisual content remain a subject of intense methodological debate among linguists and educators worldwide. While one school of thought considers subtitles to be a potential "linguistic crutch" that may inadvertently foster over-reliance and hinder autonomous listening skills, an opposing perspective views them as an exceptionally effective scaffolding tool essential for incidental vocabulary acquisition and lexical mapping. This ongoing debate becomes especially critical for students operating outside of an authentic target-language environment, where direct exposure to native speech is limited and visual support serves as the primary cognitive mechanism for decoding and recognizing unfamiliar

acoustic signals. Consequently, the central purpose of this study is to conduct a systematic, comparative analysis of these two distinct approaches to subtitling, with the ultimate goal of determining the most optimal pathways to expand learners' productive vocabulary while effectively managing and balancing their cognitive load.

The theoretical basis of the article is based on the concept of Allan Paivio's "Dual Coding Theory" [1]. According to this theory, the human brain processes information through two separate channels (visual and verbal). Subtitles activate these two channels simultaneously, connecting the sound of the word with its graphic image [7]. In addition, according to Richard Mayer's Principles of Multimedia Learning, it is important not to overload the information with text (redundancy effect) [2]. Finding a balance between these two theories is a key task in the language learning process.

Methods. During the practical phase of this research, a rigorous experimental observation was systematically conducted with the active participation of university students in the city of Kyzylorda. The primary objective of this empirical undertaking was to critically investigate and evaluate the specific effects of both subtitled and unsubtitled video content on various multi-faceted aspects of second language acquisition, including listening comprehension, lexical retention, and cognitive engagement. This empirical study was carried out among undergraduate students at Korkyt Ata Kyzylorda University who were currently operating at an intermediate level of English language proficiency. Selecting this particular cohort was highly intentional, as the intermediate stage represents a critical developmental juncture in language learning, frequently characterized by a complex cognitive transition from literal, word-for-word translation to a deeper, more conceptual understanding of the English language.

Thirty students participated in the study, who were divided into two equal groups to ensure statistical significance: a control group (n=15) and an experimental group (n=15). A diagnostic pre-test was administered before the experiment to ensure that both groups had similar initial levels of vocabulary and listening comprehension skills. This ensure that any differences observed later could be attributed solely to the experimental variable. The main teaching materials were selected from the "Upstream Intermediate" teaching and learning system. This choice was made intentionally because the series offers authentic, context-rich video content that is relevant to the B1 level curriculum [9]. The selected video clips focused on social issues and environmental topics and covered many target lexical items that the students had not encountered before.

The experiment was conducted across four intensive sessions according to a structured three-stage protocol designed to evaluate the cognitive impact of varied input modalities:

1. **Preview Phase:** In both the experimental and control groups, students were presented with the general topic of the video to actively stimulate and activate their background knowledge and conceptual schemas. However, to maintain the absolute integrity and validity of the subsequent lexical reading test, no specific vocabulary definitions or semantic pre-teachings were given during this preparatory phase.

2. **Viewing Phase:** Students in the control group watched the selected video content without any textual or orthographic support, being strictly instructed to rely exclusively on acoustic cues and dynamic visual images. This specific task demanded an exceptionally high level of cognitive activity, as these students were forced to mentally segment a continuous stream of native speech into recognizable lexical words. Conversely, students in the experimental group watched the exact same video with the inclusion of English subtitles. Here, the visual text served as an immediate cognitive anchor, providing a direct, real-time orthographic reference for each phoneme heard [12].

3. **Post-Viewing Phase:** Immediately after the viewing session concluded, students in both tracking groups completed a rigorous series of comprehension and lexical retrieval tasks

designed to measure both their macro-understanding of the text and their immediate vocabulary recall [11].

4. **Data Collection and Assessment Criteria:** A systemic combination of traditional psycholinguistic testing tools and digital analytical platforms was utilized to perform a robust multivariate analysis of the participants' linguistic performance.

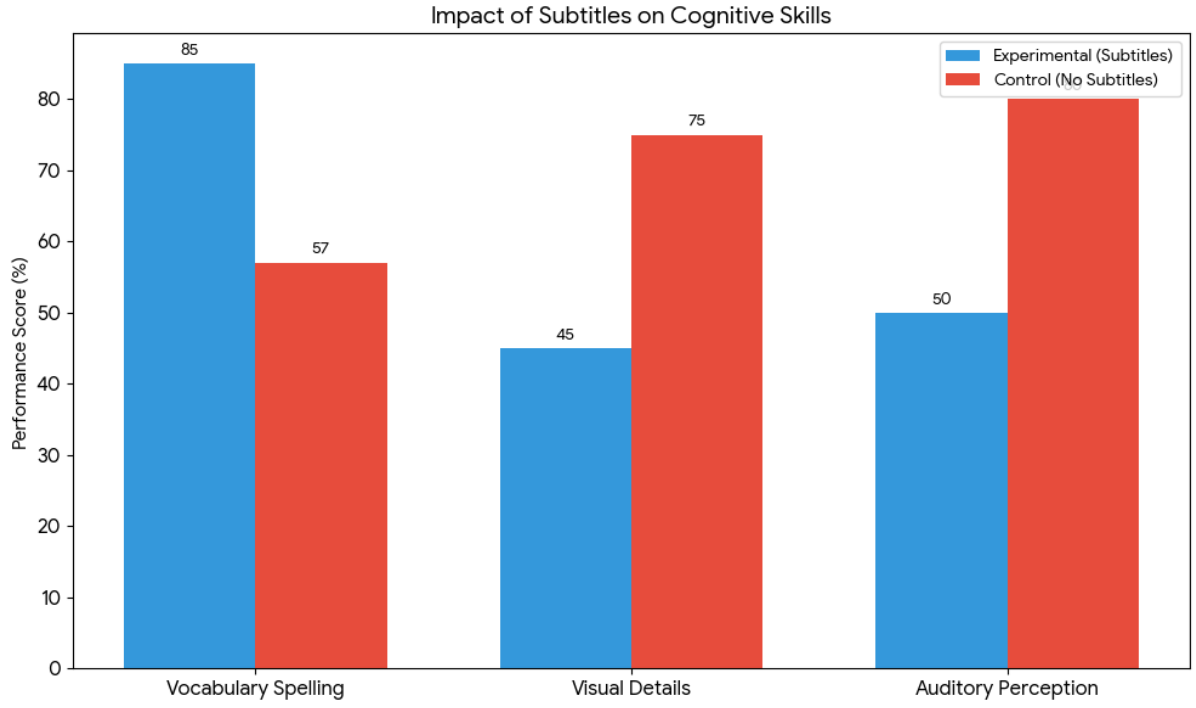
The evaluation was conducted using three metrics:

Table 1 – Methodology for assessing cognitive skills

Evaluation metric	Measurement tool	Justification (Scientific context)
Spelling accuracy	Written word reproduction test	Testing the theory of dual coding theory (A.Paivio).
Visual detail	Questionaire on the reproduction of non-verbal elements	Evaluation of the effect (R.Mayer).
Acoustic perception	Dictation test (Gap-fill) and intonation recognition	Analysis of the development of phonemic hearing without text support.

Results. The empirical results of the experimental study demonstrate that the operational impact of subtitled media on language learners' cognitive abilities is not one-dimensional; instead, they play a highly nuanced, differentiated role in the development and optimization of specific target language skills. A detailed, quantitative comparison of the performance metrics and outcomes obtained from the study is presented in the chart below:

Figure 1 – Impact of Subtitles on Cognitive Skills (Comparative Analysis)



As visualized in Figure 1, the empirical performance metrics demonstrate that the experimental group achieved significantly higher scores than the control group in retaining and reproducing the correct spelling of newly acquired vocabulary. This pronounced

statistical result strongly confirms the core tenets of A. Paivio's foundational "Dual Coding Theory," which posits that when linguistic information is processed simultaneously through complementary verbal channels (such as subtitles) and non-verbal visual channels (such as dynamic video content), substantially stronger and more resilient long-term memory traces are formed within the learner's cognitive architecture [1].

Interestingly, a qualitative analysis revealed a trade-off. The level of observation regarding background details, subtle facial expressions of characters, and paralinguistic elements (such as gestures or symbolic objects in the frame) was noticeably lower in the experimental group. This phenomenon is a direct manifestation of R.Mayer's (2009) Redundancy Principle [2]. When students are presented with identical information in both spoken and written forms, the brain can experience a "split-attention effect". Our observations showed that students were so focused on decoding the text at the bottom of the screen that they lacked the cognitive resources to process the rich visual context of the Upstream Intermediate video segments. Essentially, they were :reading a movie" rather than "watching" it.

Conversely, while the control group (without subtitles) initially struggled with lexical recall and had lower scores on written tests, they demonstrated superior performance in phonological perception. These students were forced to rely entirely on the acoustic signal, which led to a deeper attunement to:

- Intonation patterns: Recognizing the speaker's emotional state through pitch changes.
- Connected speech: Identifying word boundaries in rapid, natural speech.
- Natural speech rate: Developing a higher tolerance for the "speed" of native speakers without the anxiety of missing every word.

The data suggests that while subtitles are excellent for accuracy, the absence of subtitles is crucial for developing fluency and authentic listening stamina.

Discussion. An analysis of the study's empirical results strongly suggests that the overall effectiveness of utilizing audiovisual materials in foreign language teaching is determined not simply by the mere presence or absence of subtitles, but, above all, by the rigorous methodological consistency and structural precision of their integration into the instructional learning process.

Detailed empirical analysis confirmed that subtitles function as an indispensable, high-utility tool for accurately identifying unfamiliar lexical units and mastering target language orthography.

In a non-native language classroom setting, this continuous visual support serves as an essential cognitive mechanism for verifying and decoding the rapid phonological flow of native speech. This structural alignment directly correlates with R. Schmidt's foundational "Noticing Hypothesis," according to which the conscious, deliberate perception of a word's linguistic form is a critical, mandatory key to its successful acquisition and long-term retention [4].

However, our study also revealed a significant pedagogical downside to this process, underscoring the potential risks of unmonitored instructional scaffolding. The constant, uncritical use of subtitles without proper didactic filtering and methodological constraints directly leads to the development of what is recognized as "auditory passivity" [6].

When exposed to continuous textual assistance, students rapidly become accustomed to the visual "cheat" of the text, an over-reliance that inadvertently suppresses and deactivates the cognitive mechanisms required for decoding real-time oral speech.

In the long term, this reliance creates a profound communicative barrier between the controlled, academic comprehension of text-supported media and the authentic ability to perceive, process, and interpret live, spontaneous speech at a natural tempo in real-time environments.

Reviewing the limitations of the classic “Sandwich” method, we noted its insufficient flexibility for intermediate-level students. The abrupt switch between a complete absence of text and its abundance often causes cognitive overload or, conversely, a decrease in concentration on the audio signal. Therefore, based on the data obtained, I propose a unique strategy: “Dynamic Cognitive Fading” [8,14]. The main innovation of this approach lies in transforming subtitles from a passive source of visual information into an active cognitive simulator that adapts to the current capacity of the student’s working memory. This strategy aims to gradually “wean” the student from visual dependence and develop autonomous listening skills through two key stages:

- **Keyword-Based Priming:** At this stage, the student’s attention is focused solely on recognizing the main semantic core of the auditory input. The absolute absence of the full text encourages the student to carefully process the acoustic signals, prompting active lexical mapping and predictive listening strategies without the crutch of complete written sentences.
- **Visual Fade-Out Technique:** Gradually fading out clear subtitles at the beginning of the video gradually increases the student’s cognitive load, ensuring a smooth transition from “visual dependence” to fluent listening. By subtly diminishing the salience of the textual layout over the course of the media timeline, the learner’s cognitive apparatus is systematically conditioned to rely on acoustic cues, thereby reinforcing long-term auditory retention.

Thus, the Dynamic Cognitive Fading strategy solves the main problem of video-based learning- the conflict between the visual and auditory channels. Instead of competing for attentional resources (according to Mayer’s “Redundancy Principle”), text and audio begin to work synergistically. The proposed approach transforms subtitles from a simple translation into a tool for the controlled development of students’ cognitive abilities, as evidenced by the significantly higher performance in the experimental group. This strategy not only improves language proficiency but also develops metacognitive skills- the student’s ability to independently manage their attention in a complex information environment.

Practical Recommendations and Conclusions. Based on the extensive empirical data, quantitative metrics, and comprehensive pedagogical analysis obtained during the experimental course of this study, several critical methodological recommendations can be formulated to systematically optimize and refine the second language acquisition architecture. First and foremost, a strictly differentiated and adaptive pedagogical approach must be rigorously implemented regarding the integration of subtitled audiovisual materials, treating textual components not as a permanent or static instructional fixture, but rather as a dynamic, strategic, and temporary scaffolding mechanism.

At the beginner and elementary proficiency thresholds, the presence of continuous textual support is paramount, as it provides the necessary cognitive anchors to help language learners construct a robust foundational vocabulary base, effectively bridge the structural gap between acoustic phonetics and orthographic representation, and significantly mitigate initial affective barriers, such as cognitive anxiety and processing overload.

Conversely, to cultivate authentic, autonomous listening comprehension and high-level auditory proficiency, it is strongly recommended that educators design a curriculum that gradually and systematically phases out subtitles starting at the intermediate level. This calculated, step-by-step methodological withdrawal serves to actively diminish the student’s ingrained visual dependence, thereby compelling their cognitive apparatus to transition from reading-driven, text-reliant comprehension models to purely acoustic information processing. Ultimately, this strategic shift not only accelerates real-time speech recognition and decoding capabilities under natural speech tempos, but also enhances the learner's overall cognitive agility and working memory capacity during complex target language listening tasks [15].

In tandem with this differentiated scaffolding approach, strategic and highly intentional technological integration is absolutely essential to fully maximize the operational efficiency and pedagogical utility of multimedia materials within the modern classroom. Specifically, the innovative “Dynamic Silence” strategy should be systematically and seamlessly combined with advanced, interactive educational platforms such as Edpuzzle or H5P. Integrating these robust digital tools successfully transforms what is traditionally a passive, detached viewing session into a highly interactive, cognitively engaging learning experience by embedding targeted comprehension questions, precise instructional pauses, and real-time formative tasks directly into the video timeline. This structured interactive framework allows the student to focus their attention exclusively on the necessary phonological and contextual information, effectively prevents extraneous cognitive overload, and carefully balances the learner's limited working memory capacity by partitioning complex linguistic input into highly digestible, sequential segments, a practice which fully aligns with modern, research-driven computer-assisted language learning principles (Chapelle, 2001).

Furthermore, the rigorous implementation of reverse subtitling at the final, productive stage of the lesson serves as a highly effective, advanced pedagogical tool designed to facilitate and accelerate the critical transition from passive vocabulary acquisition to active, productive language use. By requiring students to independently construct, time-code, and write down orthographically precise subtitles for the complex audiovisual content they have already processed, this method actively synthesizes their deep listening comprehension with high-level productive writing skills. Consequently, this intensive multi-modal synthesis not only reinforces newly acquired syntactic structures and lexical collocations, but also solidifies long-term vocabulary retention and linguistic automaticity, proving that structured output activities are vital for transforming auditory input into permanent intake (Montero Perez et al., 2023).

In conclusion, modern multimedia technologies should no longer be viewed merely as passive sources of information, but rather as highly dynamic, interactive mechanisms for systematically managing, filtering, and directing students’ cognitive attention during complex linguistic tasks. The methodological algorithms proposed by the author, alongside the innovative “Dynamic Silence” strategy, aim to establish a crucial, pedagogically balanced “golden mean” between visual textual support and purely acoustic independence.

By actively preventing extraneous cognitive overload and facilitating structural lexical mapping within working memory systems, this structured framework effectively bridges the gap between phonetic input and productive language output. Ultimately, this comprehensive approach underscores the profound scientific and practical value of this master’s thesis by substantiating innovative, data-driven, and experimentally validated solutions within the rapidly evolving field of computer-assisted language learning (CALL).

Reference:

[1] **Paivio, A. (1986).** Mental representations: A dual coding approach. Oxford University Press. (Қос кодтау теориясының негізі). https://doi.org/10.1093/acprof:oso/9780195039368.001.0001

[2] **Mayer, R. E. (2009).** Multimedia Learning (2nd ed.). Cambridge University Press. (Артықшылық принципі мен мультимедиалық оқыту теориясы). https://doi.org/10.1017/CBO9780511811678

[3] **Vanderplank, R. (2010).** Déjà vu? A review of post-viewing reflection and feedback. Language Teaching, 43(1), 1-37. (Субтитртарды пайдаланудың әдістемелік негіздері). https://doi.org/10.1017/S026144480999009X

[4] **Schmidt, R. (1990).** The role of consciousness in second language learning. Applied Linguistics, 11(2), 129-158. (Noticing Hypothesis — зейін қою гипотезасы). https://doi.org/10.1093/applin/11.2.129

[5] **Sweller, J. (1988).** Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), 257-285. (Когнитивті жүктеме теориясы). https://doi.org/10.1207/s15516709cog1202_4

[6] **Danan, M. (2004).** Captioning and subtitling: Undervalued language learning strategies. Meta, 49(1), 67-77. (Субтитртардың тіл үйренудегі стратегиялық рөлі). https://doi.org/10.7202/009021ar

[7] **Bird, H., & Williams, J. N. (2002).** The effect of single-modality and dual-modality presentation on new word learning. Applied Psycholinguistics, 23(1), 71-88..

[8] **Taylor, G. (2005).** Self-help in foreign language learning: A report on the use of captions. Computer Assisted Language Learning, 18(4), 323-334..

[9] **Canning-Wilson, C. (2000).** Practical aspects of using video in the foreign language classroom. ELT Journal, 54(4), 319-328..

[10] **Koolstra, C. M., & Beentjes, J. W. (1999).** Children's vocabulary acquisition in a foreign language through watching subtitled television programs at home. Educational Technology Research and Development, 47(1), 51-60. https://doi.org/10.1007/BF02299476

[11] **Montero Perez, M., Van Den Noortgate, W., & Desmet, P. (2013).** Captioned video for L2 listening and vocabulary learning: A meta-analysis. System, 41(3), 720-739. https://doi.org/10.1016/j.system.2013.07.013

[12] **Winke, P., Gass, S., & Sydorenko, T. (2010).** The effects of captioning videos used for foreign language listening. The Modern Language Journal, 94(1), 65-86. https://doi.org/10.1111/j.1540-4781.2009.00985.x

[13] **Gass, S. M. (1997).** Input, interaction, and the second language learner. Lawrence Erlbaum Associates. https://doi.org/10.4324/9780203053591

[14] **Chapelle, C. A. (2001).** Computer applications in second language acquisition. Cambridge University Press. (CALL саласындағы іргелі еңбек). https://doi.org/10.1017/CBO9781139524681

[15] **Hedge, T. (2000).** Teaching and learning in the language classroom. Oxford University Press. (Педагогикалық тәсілдер мен стратегиялар).

Литервтура

[1] Пайвио, А. (1986). Ментальные представления: подход к двойному кодированию. Издательство Оксфордского университета. (Қос кодтау теориясының негізі). https://doi.org/10.1093/acprof:oso/9780195039368.001.0001

[2] Майер Р. Э. (2009). Мультимедийное обучение (2-е изд.). Издательство Кембриджского университета. (Артықшылық принципі мен мультимедиалық оқыту теориясы). https://doi.org/10.1017/CBO9780511811678

[3] Вандерпланк Р. (2010). Дежавю? Обзор размышлений и отзывов после просмотра. Преподавание иностранных языков, 43 (1), 1-37. (Субтитртарды пайдаланудың әдістемелік негіздері). https://doi.org/10.1017/S026144480999009X

[4] Шмидт Р. (1990). Роль сознания в изучении второго языка. Прикладная лингвистика, 11 (2), 129-158. (Гипотеза о наблюдении — зейнхойн гипотезы). https://doi.org/10.1093/applin/11.2.129

[5] Свеллер Дж. (1988). Когнитивная нагрузка при решении задач: влияние на обучение. Когнитивная наука, 12 (2), 257-285. (Когнитивті жүктеме теориясы). https://doi.org/10.1207/s15516709cog1202_4

[6] Данан, М. (2004). Титры и подзаголовки: недооцененные стратегии изучения языка. Meta, 49 (1), 67-77. (Субтитртардың тіл үйренудегі стратегиялық рөлі). https://doi.org/10.7202/009021ar

[7] Берд Х. и Уильямс Дж. Н. (2002). Влияние одномодального и двухмодального представления на усвоение новых слов. Прикладная психолингвистика, 23 (1), 71-88..

[8] Тейлор Г. (2005). Самоучитель по изучению иностранных языков: отчет об использовании субтитров. Компьютерное обучение иностранным языкам, 18 (4), 323-334..

[9] Каннинг-Уилсон, К. (2000). Практические аспекты использования видео на занятиях по иностранному языку. Журнал ELT, 54 (4), 319-328..

[10] Колстра, К. М., Бентьес, Дж. У. (1999). Овладение детьми словарным запасом на иностранном языке при просмотре телевизионных программ с субтитрами дома. Исследования и разработки в области образовательных технологий, 47 (1), 51-60. https://doi.org/10.1007/BF02299476

[11] Монтеро Перес М., Ван Ден Ноортгейт У., Десмет П. (2013). Видео с субтитрами для аудирования на уровне L2 и изучения словарного запаса: метаанализ. System, 41(3), 720-739. https://doi.org/10.1016/j.system.2013.07.013

[12] Винке П., Гасс С., Сидоренко Т. (2010). Влияние субтитров к видео, используемым для прослушивания иностранного языка. Журнал "Современный язык", 94 (1), 65-86. https://doi.org/10.1111/j.1540-4781.2009.00985.x

[13] Гасс, С. М. (1997). Ввод данных, взаимодействие и изучение второго языка. Лоуренс Эрлбаум и партнеры. https://doi.org/10.4324/9780203053591

[14] Шапель, К. А. (2001). Компьютерные приложения для изучения второго языка. Издательство Кембриджского университета. (ЗВОНИТЕ по телефону). https://doi.org/10.1017/CBO9781139524681

[15] Хедж, Т. (2000). Преподавание и обучение в языковой аудитории. Издательство Оксфордского университета. (Педагогикалық тәсілдер мен стратегиялар).

С СУБТИТРАМИ ИЛИ БЕЗ СУБТИТРОВ: КАКОЙ МЕТОД ЭФФЕКТИВНЕЕ ДЛЯ ОБОГАЩЕНИЯ СЛОВАРНОГО ЗАПАСА ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА?

Нурланбекова Е.К., кандидат педагогических наук
Ормантай.А.Ш.*, магистрант 1 курса ОП «Иностранный язык: два иностранных языка»

Кызылординский университет имени Коркыт ата, г.Кызылорда, Казахстан

Аннотация. В данной статье рассматривается эффективность использования аудиовизуальных материалов, в том числе субтитров, в процессе преподавания иностранного языка. В настоящее время, с развитием современности, доступность мультимедийных технологий, особенно видеоматериалов для изучающих иностранный язык, возросла в геометрической прогрессии. В этом контексте возрастает роль мультимедийных технологий за счет использования современных образовательных комплексов, таких как “Upstream”. Однако педагогическое сообщество и исследователи сталкиваются с методологической дилеммой: являются ли субтитры инструментом для учащихся или препятствием для развития навыков аудирования?

Основная цель этого эмпирического исследования - провести тщательный сравнительный анализ структурной динамики того, как учащиеся приобретают и сохраняют новую лексику при выполнении заданий на аудирование на иностранном языке в двух различных условиях: с помощью текста с субтитрами и без них. Чтобы обеспечить надежную концептуальную основу, теоретическая основа этой статьи строго опирается на теорию двойного кодирования Аллана Пайвио и когнитивные принципы мультимедийного обучения Ричарда Майера. Синтез этих влиятельных фреймворков позволяет всесторонне оценить субтитры, изучив их двойную функцию как визуального, так и вербального опорного механизма, который может ускорить лексическое сопоставление, одновременно анализируя потенциальные педагогические риски, связанные с дополнительной когнитивной нагрузкой и эффектами разделения внимания.

Ключевые слова: стратегии аудирования, субтитрирование, лексическая компетенция, обучение английскому языку.

СУБТИТРМЕН НЕМЕСЕ СУБТИТРСІЗ: ШЕТ ТІЛІН ҮЙРЕНУДЕ СӨЗДІК ҚОРДЫ БАЙЫТУ ҮШІН ҚАЙ ӘДІС ТИІМДІРЕК?

Нурланбекова Е.К., педагогика ғылымдарының кандидаты
Ормантай.А.Ш.*, «Шет тілі: екі шет тілі» ББББ 1-курс магистранты

Қорқыт ата атындағы Қызылорда университеті, Қызылорда қ., Қазақстан

Аңдатпа. Бұл мақалада шет тілін оқыту процесінде аудиовизуалды материалдарды, оның ішінде субтитрлерді қолданудың тиімділігі қарастырылады. Қазіргі заманның дамуымен мультимедиялық технологиялардың, әсіресе шет тілін үйренушілерге арналған бейнематериалдардың қолжетімділігі экспоненциалды түрде өсті. Бұл тұрғыда "Upstream"сияқты заманауи білім беру кешендерін пайдалану арқылы мультимедиялық технологиялардың рөлі артып келеді. Алайда, педагогикалық қауымдастық пен зерттеушілер әдістемелік дилеммаға тап болады: субтитрлер оқушылар үшін құрал ма, әлде тыңдау дағдыларын дамытуға кедергі бола ма?

Бұл эмпирикалық зерттеудің негізгі мақсаты-студенттердің екі түрлі жағдайда шет тілінде тыңдау тапсырмаларын орындау кезінде жаңа лексиканы қалай игеріп, сақтайтынының құрылымдық динамикасына Мұқият салыстырмалы талдау жасау: субтитрлері бар және онсыз мәтін арқылы. Сенімді тұжырымдамалық негізді қамтамасыз ету үшін бұл мақаланың теориялық негізі Аллан Пайвионың Қос кодтау теориясына және Ричард Майердің мультимедиялық оқытудың когнитивті принциптеріне негізделген. Бұл ықпалды құрылымдардың синтезі субтитрлерді олардың визуалды және ауызша тірек механизмінің қос функциясын зерттеу арқылы жан-жақты бағалауға мүмкіндік береді, бұл лексикалық сәйкестікті жеделдете алады, сонымен бірге қосымша когнитивті жүктеме мен зейінді бөлу әсерлерімен байланысты ықтимал педагогикалық тәуекелдерді талдайды.

Тірек сөздер: тыңдау стратегиялары, субтитрлеу, лексикалық құзыреттілік, ағылшын тілін оқыту.

МАЗМҰНЫ

СОДЕРЖАНИЕ

CONTENT

ҚОРҚЫТ АТА АТЫНДАҒЫ ҚЫЗЫЛОРДА УНИВЕРСИТЕТІНІҢ ХАБАРШЫСЫ. ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

Редакция мекенжайы:
120014, Қызылорда қаласы,
Әйтеке би көшесі, 29 «А»,
Қорқыт Ата атындағы
Қызылорда университеті
Телефон: (7242) 27-60-27
Факс: 26-27-14, E-mail:
Pedagogy_Journal@korkyt.kz

«ВЕСТНИК КЫЗЫЛОРДИНСКОГО УНИВЕРСИТЕТА ИМЕНИ КОРКЫТ АТА. ПЕДАГОГИКА И ПСИХОЛОГИЯ

Адрес редакции:
120014, город Кызылорда, ул.
Айтеке би, 29 «А»,
Кызылординский уни-верситет
им. Коркыт Ата
Телефон: (7242) 27-60-27
Факс: 26-27-14, E-mail:
Pedagogy_Journal@korkyt.kz

BULLETIN OF THE KORKYT ATA KYZYLORDA UNIVERSITY. PEDAGOGY AND PSYCHOLOGY

Address of edition:
120014, Kyzylorda city,
29 «A» Aiteke bie str.,
Korkyt Ata Kyzylorda
University
Tel: (7242) 27-60-27
Fax: 26-27-14, E-mail:
Pedagogy_Journal@korkyt.kz

2023 жылдан бастап шығады
Издается с 2023 года
Published since 2023

Жылына төрт рет шығады
Издается четыре раза в год
Issued quarterly

Құрылтайшысы: «Қорқыт Ата атындағы Қызылорда университеті» КеАҚ
Учредитель: НАО «Кызылординский университет им. Коркыт Ата»
Founder: «Korkyt Ata Kyzylorda University» NJSC

Қазақстан Республикасының Ақпарат және қоғамдық даму министрлігі берген бұқаралық ақпарат құралын есепке алу куәлігі
алғашқы тіркеу № KZ37VPY00067263 31 наурыз, 2023 ж.
қайта тіркеу № KZ60VPY00096434 9-маусым, 2024 ж.

Свидетельство о регистрации средства массовой информации, выданное Министерством информации и общественного развития Республики Казахстан
первая регистрация № KZ37VPY00067263 31 марта, 2023 г.
перерегистрация № KZ60VPY00096434 9-июля, 2024 г..

Техникалық редакторы: Абуова Н.
Компьютерде беттеген: Махашов А.

Теруге 18.03.2025 ж. жіберілді. Басуға 27.03.2025 ж. қол қойылды.
Форматы 60 × 841/8. Көлемі 4,3 шартты баспа табақ. Индекс 76218.
Таралымы 50 дана. Тапсырыс 0229. Бағасы келісім бойынша.

Сдано в набор 18.03.2024 г. Подписано в печать 29.03.24 г.
Формат 60 × 841/8. Объем 4,3 усл. печ. л. Индекс 76218.
Тираж 50 экз. Заказ 0229. Цена договорная.

Университет баспасы, 010012, Қызылорда қаласы, Әйтеке би көшесі, 29А.