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Methods of teaching foreign languages on the example of a higher educational institution

Gulden Tussupova*

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

Natalya Ustelimova

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

Aiman Aubakirova

Kazakh Ablai Khan University of International Relations and World Languages
050022, 200 Muratbayev Str., Almaty, Republic of Kazakhstan

Aigul Kassenova

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

Aigul Kadyskyzy

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

Abstract

Relevance. The relevance of the declared subject of scientific research is determined by the growing need for learning foreign languages and the problems of finding an effective methodology for teaching foreign languages in modern higher educational institutions of Kazakhstan.

Purpose. The purpose of this research paper is to study the main stages of learning in the study of a foreign language and the methodology of teaching foreign languages on the example of the L.N. Gumilyov Eurasian National University.

Methodology. The basis of the methodological approach in this research paper is a qualitative combination of theoretical and diagnostic research methods. In particular, analysis, synthesis, interpretation, generalization and abstraction were used to determine theoretical approaches to explaining the methodology of teaching foreign languages, the comparative-historical method, the problem-comparative and structural method were used to characterize the main learning stages in the study of a foreign language, and diagnostic methods, including questionnaires, interviewing and testing, were used to study the methodology of teaching English.

Results. The main results obtained in the framework of this scientific research should be considered the rationale for the methodology of teaching English at the L.N. Gumilyov Eurasian National University and highlighting the main learning stages in the study of English with the help of diagnostics, which was carried out on the basis of this educational institution. The results of this scientific research are of practical value for teachers of foreign languages, as well as for other researchers and methodologists.

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*Corresponding author



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Conclusions. In conclusion, this study highlights the effectiveness of the methodology for teaching English at L.N. Gumilyov Eurasian National University, emphasizing the importance of diagnostic methods in identifying key learning stages. The findings offer practical value for foreign language educators and researchers, providing a framework for improving foreign language instruction in higher educational institutions in Kazakhstan.

Keywords: information technologies; communicative competence; communicative culture; curricula; teaching specifics.

Introduction

In connection with the processes of internationalization of public life, the dynamic development of national economies, the growth of competition, changes in employment, as well as other numerous changes in the modern world, there is an urgent need for highly developed specialists. Modern specialists in various fields of activities should not only have high professional knowledge and skills, have a sufficient level of social competencies that are necessary for effective communication, teamwork and problem solving, but also know foreign languages. It is the knowledge of foreign languages that is now a means of effective interaction in the global professional and social spheres. A person who speaks several foreign languages is a multidimensional creative person who perceives the world holistically and is able to act actively in it.

Based on this, special attention today in the Republic of Kazakhstan is paid to the processes of teaching foreign languages. The state policy in this area of education is being actively formed, the requirements for learning outcomes are changing, training programs for higher educational institutions are being improved, the experience of world educational institutions in the field of teaching foreign languages is being adopted. Today it is very important to ensure the effective study of foreign languages at the state level, which will allow to have highly developed specialists in the future who will be able to work in the conditions of globalization and will be competitive both in Kazakhstan and in the international labor markets.

Therefore, it is worth considering in detail the process of teaching foreign languages at the universities of Kazakhstan, highlighting the main issues, peculiarities as well as determining the quality of language education. An analysis of the scientific literature on the identified issues showed the presence of many thorough scientific studies in the field of language education. However, scientists who work with this problem do not consider the features of the methodology of teaching foreign languages at the L.N. Gumilyov Eurasian National University.

For example, A.M. Balzhanova [1] considers language education in general, the need to modernize the language learning process, as well as the main problems and challenges language education facing at this stage in Kazakhstan. G.Zh. Lekerova and S.D. Polatova [2] analyze modern methodological approaches in teaching a foreign language, emphasizing that the quality of foreign language education of future specialists depends on the chosen educational methods, approaches as well as organization of educational processes.

Scientists come to the conclusion that the most effective methodological approaches to teaching foreign languages are communicative and intercultural. L.M. Bolsunovskaya and L.A. Matveyenko [3] draw attention to the problem of the appropriate application of the project methodology in teaching English to undergraduate

students of a non-linguistic university, the specifics of the application of the project method, the main requirements and recommendations for organizing project work, as well as the advantages and disadvantages of this method.

As an example, the researchers cite the modern educational policy of the National Research Tomsk Polytechnic University. M.O. Chilmenbetova [4] considers the problems of foreign language teaching of students of technical specialties in connection with the growing role of foreign language communication in this professional field.

T.E. Karpenko and L.T. Seri [5] analyze the process of integrating active techniques and their use in the educational process in a foreign language in the context of distance education at the Kazakh Ablai Khan University of International Relations and World Languages. The purpose of this research paper is to study the main stages of learning in the study of a foreign language and the methodology of teaching foreign languages on the example of the L.N. Gumilyov Eurasian National University.

Materials and Methods

The basis of the methodological approach of this research paper is a qualitative combination of theoretical and diagnostic research methods. Theoretical research methods, including analysis, synthesis, generalization, abstraction, were used to characterize the methodology of foreign language teaching, and problem-comparative, comparative-historical and structural methods were used to characterize the main stages of learning in the study of a foreign language at the L.N. Gumilyov Eurasian National University.

Diagnostic research methods, in particular questioning, interviewing and testing, were used to study the features of the language teaching methodology on the basis of this Kazakh university. The presented research paper was written in three stages. Its theoretical base was prepared at the first stage of scientific research. At this stage of the research, an analysis was made of the features of teaching foreign languages at the L.N. Gumilyov Eurasian National University, the methodology of foreign language teaching in this university was characterized, and the main stages of learning in this educational institution were identified and analyzed.

At the second stage of the research paper, the teachers of the Eurasian National University were diagnosed. The respondents included 50 teachers of the Faculty of Philology. The teachers were diagnosed in the form of distributing a questionnaire that included 20 questions.

The survey covered 10 Doctors of Science, 15 Candidates of Science, 10 Doctors of Philosophy and 15 teachers without advanced degrees. Diagnostic work was carried out using a questionnaire developed by the authors on the topic: "Methods of teaching foreign languages at the L.N. Gumilyov Eurasian National University". The results of the survey of teachers were subjected to detailed

analysis and processing. This questionnaire consisted of 20 questions, which included the following:

1. What teaching aids and materials do you mainly use in the educational process? (a) Kazakh; b) international; c) developed by myself; d) combination of different materials).

2. What, in your opinion, should be paid more attention to in a foreign language class? (a) grammar b) colloquial speech and pronunciation; c) meaning of the statement; d) another option).

3. In the classroom, first of all, you should: (a) memorize dialogues and texts; b) create conditions for communication on interesting topics; c) learn grammar; d) learn new words; d) another option).

4. In my classes, I develop students' interest in the language as a result of: (a) studying its morphology, syntax and vocabulary; b) active communication in the target language).

5. How often do you use active methods of teaching a foreign language? (a) every lesson b) often; c) very rarely; d) never).

6. Which of the active methods of teaching a foreign language do you prefer? (a) active discussion on a multimedia basis; b) case study; c) concept map; d) another option).

7. How often do you use innovative methods of teaching a foreign language? (a) every lesson b) often; c) very rarely; d) never).

At the final stage of the research paper, on the basis of the results obtained, the final conclusions of the scientific research were formulated, which are the final representation of these results and determine in general the main features of the methodology for teaching foreign languages at the L.N. Gumilyov Eurasian National University as well as the main stages of teaching foreign languages at this university.

Results

Teaching young people foreign languages at the present stage in Kazakhstan is one of the main priorities of the country's education system. It is the knowledge of foreign languages that determines the level of professionalism of young specialists, contributes to their employment, career advancement, as well as provides a unique opportunity to represent their country at the international level. Based on this, many scientists today are working on improving the methods of teaching foreign languages in educational institutions of Kazakhstan and solving numerous issues of foreign language education in the country.

For the purpose of a more detailed research of the peculiarities of the methodology of teaching foreign languages and the main stages of education at the L.N. Gumilyov Eurasian National University, 50 teachers of the Faculty of Philology were diagnosed. To perform the diagnostics, a questionnaire developed by the authors were used on the topic: "Methods of teaching foreign languages at the L.N. Gumilyov Eurasian National University". It is important to note that the respondents were teachers with different academic degrees (Figure 1).

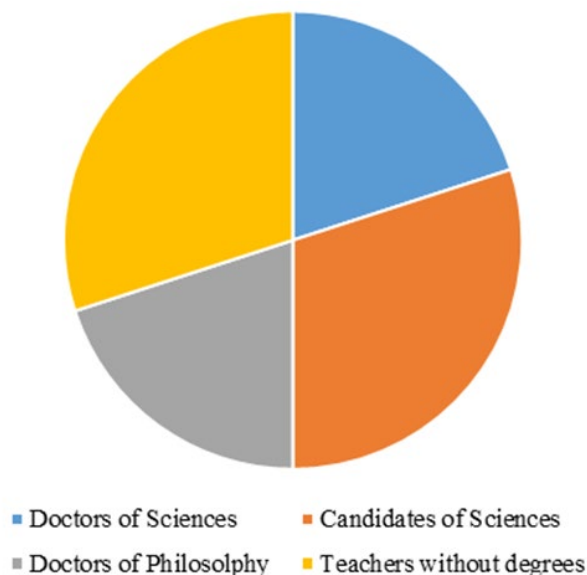


Figure 1. Academic degrees of respondents

Also, it should be noted that the questions included in the survey for teachers of the Faculty of Philology of this national university were compiled in compliance with all the necessary criteria. In particular, they exactly corresponded to the goal and nature of the study, as well as corresponded to the status and age characteristics of the subjects.

The questionnaire consisted of 15 closed questions, where the respondents were asked to choose one of several answers, and 5 open questions, where they had to write their opinion and vision of a certain problem. In addition, the respondents were able to construct their answers on their own, since some of the questions were open-ended. Thus, the respondents had the opportunity to express their opinion in full, which made it possible to obtain more detailed information on the content.

As a result of the survey, it was revealed that 80% of respondents are satisfied with the results of their activities and the knowledge of students after graduation, 10% believe that it is necessary to work even more on improving the process of foreign language teaching at the university, 8% of teachers found it difficult to answer, 2% answered that they are not satisfied with the results of their activities and the level of knowledge of students.

To the question: "What teaching aids and materials do you mainly use in the educational process?" 80% of teachers answered that they combine different Kazakh and international materials in the educational process, 10% use self-developed materials, 5% use Kazakh materials, and 5% use international teaching materials.

To the question "What, in your opinion, should be paid more attention to in a foreign language class?", 70% of respondents answered that more attention should be paid to speaking and pronunciation in the classroom, 20% believe that more attention should be paid to the meaning of the statement, 5% answered "grammar" and 5% chose "another option".

In addition, the survey showed that 60% of teachers are convinced that, first of all, conditions should be created in the classroom for communication on interesting topics, 20% believe that new words should be learned first, 10% are sure that it is necessary to memorize dialogues and

texts, 5% expressed the opinion that grammar should be taught first of all and 5% of the respondents chose “another option”.

It was also determined that 90% of teachers in their classes develop students' interest in the language as a result of communication in the target language, and only 10% develop students' interest in the language as a result of studying its morphology, syntax and vocabulary.

To the question “How often do you use active methods of teaching a foreign language?”, 70% of teachers answered that they often use active teaching methods, 25% answered that they use active teaching methods in every class, 5% very rarely use such methods in class. It is important to note that the answer “I never use active methods of teaching a foreign language” was not chosen by any of the respondents.

To the question “Which of the active methods of teaching a foreign language do you prefer?”, 60% of teachers answered that they prefer active discussion on a multimedia basis, 15% prefer a case study, 15% prefer a concept map, 10% chose “other option”.

To the question “How often do you use innovative methods of teaching a foreign language?”, 80% of teachers answered that they use innovative methods of teaching a foreign language in every lesson, 17% often use innovative teaching methods in their work, 3% of teachers very rarely use these teaching methods in their classes. It should be emphasized that the answer “I never use innovative methods of teaching a foreign language” was not chosen by any of the respondents.

To the question “What innovative methods of teaching a foreign language do you use most often?”, 70% of teachers answered that they most often use the project method, 15% actively use Internet resources and technologies in their classes, 15% of teachers most often use media educational technologies in the learning process.

When asked about approaches to teaching foreign languages, 35% of teachers expressed the opinion that the most effective is the competence-based approach, 25% believe that the intercultural approach is the most effective, 25% think that the most effective one is the communicative-creative approach, and 15% believe that the activity approach is the most effective.

As for the question regarding the organization of language teaching, it was revealed that 95% of teachers believe that the phased organization of student learning is the most effective and optimal for a higher educational institution, 5% of teachers found it difficult to answer. As for the main stages of education, the majority of respondents (97%) answered that the process of foreign language education at the university is organized in three successive stages – initial, basic and advanced, 3% of respondents found it difficult to answer.

Interesting are the respondents' answers to open-ended questions, where they were asked to express their opinion and vision of a particular problem. So, to the question “What, in your opinion, needs to be changed in the methodology of teaching foreign languages in your educational institution?”, 40% of respondents wrote that it is necessary to strengthen the practical aspect of education and pay more attention to language practice. 20% expressed the opinion that it is necessary to organize more speaking clubs. Thus, there students will have the

opportunity to practice speaking, share experiences, and discuss various professional and everyday topics.

15% answered that it is necessary to use more non-traditional methods of foreign language teaching. Another 15% believe that it is necessary to use more active methods of activity in the classroom, since they are interesting for students and effective in the process of language learning. 10% answered that special attention should be paid to the mobility of the students and provide them with the opportunity to travel to the country, the language of which they are learning, for language practice, broadening their horizons, and detailed acquaintance with elements of another culture.

When asked about the main stages of foreign language education at the university and their characteristics, all teachers (100%) answered that at the initial stage students are introduced to the basic concepts, topics and rules of a foreign language, at the main stage students continue to actively study a foreign language, they train everything they studied at the initial stage and master new educational material, and at the advanced stage students consolidate their skills and knowledge, actively discuss important professional topics, as well as also independently continue to work on learning a foreign language.

To the question “What problems did you encounter in the process of teaching foreign languages to students?”, 55% of respondents wrote that students often do not have enough motivation to learn a foreign language. They do not want to devote a lot of their time to learning and are afraid of difficulties. 40% of teachers answered that they have to spend a significant amount of time searching for the necessary materials and checking them for compliance with the purpose and topic of the lesson. 5% of respondents indicated that they constantly need to independently develop speech situations and sets of exercises for teaching students.

To the next open question “Do you think the methodology of teaching foreign languages at your faculty is effective? Provide a rationale for your answer”, 96% of teachers answered that the methodology of teaching foreign languages at the Faculty of Philology of the L.N. Gumilyov Eurasian National University is effective.

The reason of it is aimed at developing communicative foreign language competence in students, developing communication skills in a foreign language in the professional field as well as developing critical thinking and broadening their horizons. 4% of respondents believe that this method is quite effective, but it needs to be constantly improved and modernized. Thus, it will significantly increase the effectiveness of teaching foreign languages, as well as increase the motivation of students.

Thus, the study showed that at the L.N. Gumilyov Eurasian National University, the Faculty of Philology employs real professionals. They keep up with the times in terms of studying the latest trends in the methods of teaching foreign languages, introducing new, progressive methods of work into the program, as well as improving the qualifications of teachers.

A lot of work has been done and continues to be done at the proper level to create, adjust and introduce various curricula into the educational process. The most progressive approaches in the process of foreign language education at the Faculty of Philology of the L.N. Gumilyov

Eurasian National University are competence-based, activity-based, intercultural and communicative-creative.

The methodology of teaching foreign languages at the university is that teachers qualitatively combine traditional methods with innovative methods of teaching a foreign language in the learning process. When choosing and combining teaching methods, teachers take into account the principles of sufficiency, expediency, scientific character, authenticity, feasibility, communication, interdisciplinary integration, continuity, and professional specialization. In addition, in the process of language learning, teachers follow the principle of organization of student learning in stages. So, learning is organized in three successive stages: initial, basic and advanced.

A certain level of language proficiency is achieved at each of these stages. Each of these stages uses both traditional and innovative methods, forms and technologies of work, which are aimed at actively teaching students foreign languages and developing their communicative competence.

At the same time, it was determined that teachers are very committed to their work, constantly improve, keep up with the times and try to give quality knowledge to their students. In addition, both Kazakh and international materials are used in the educational process at the Faculty of Philology of this national university. The greatest attention is paid to the development of students' colloquial speech. In the classroom, first of all, they create all the necessary conditions for communicating on interesting topics and discussing problematic issues, use active and innovative methods of foreign language teaching, as well as apply modern approaches to teaching the younger generation.

All this allows teachers not only to teach students foreign languages, but also to develop their personalities, individualize the learning process, encourage students to learn foreign languages, develop their ability to carry out independent activities in the study of foreign languages, using world information resources, as well as also actively participate in educational process.

Discussion

The study of foreign languages is becoming more and more relevant in Kazakhstan today. In connection with the integration of the country into the world community, the internationalization of all spheres of life, the construction of an open democratic society. One of the most urgent tasks of modern Kazakh higher education is the language training of young people. Now language education is a means of involving the country's society in global international processes. It is a foreign language that can turn a person into a developed personality, expand their social and economic freedom, as well as mobility.

In addition, with the help of a foreign language, the horizons are expanded and the inner world of a person is enriched, tolerance for cultural differences is formed, and the ability to communicate without difficulty with representatives of various ethnic, social and other groups is acquired. However, many current important issues related to the problem of learning foreign languages, the methodology of foreign language teaching as well as the main stages of education in Kazakh universities, do not

find proper consideration and analysis in the papers of scientists, which determines the relevance of this research.

It should be noted that world scientists are actively exploring the communicative method of learning foreign languages. Thus, considerable attention is paid to this method in the papers of Z. Dornyei [6], J. Richards and T. Rodgers [7], D. Hymes [8], J. Harmer [9], S.S. Jabeen [10] and many others.

For example, D. Hymes [8] argues that when teaching a foreign language, it is necessary, first of all, to form communicative competence and consider it as a result of the process of communicative use of a foreign language. J. Harmer [9], in turn, developed the so-called balanced communicative approach. The essence of this approach is that the whole process of learning a foreign language is considered not on the basis of the resulting product, which is the level of mastering the language. But on the basis of a systematic approach to the development of the entire process of communicative use of the language, dividing it into two components: the process of mastering the language and the process of learning the language.

The scientist emphasized that the process of mastering the language is associated with the introduction of new language information, which is not controlled and is at the level of development of students' receptive skills, and the result is communicative in nature. From a psychological point of view, this process is seen as subconscious and intuitive. The process of learning a language is conscious in nature with the introduction of strictly controlled language material, as well as with the result of metatraining and consolidation of the submitted material.

It should be noted that world scientists are also actively exploring the possibilities of modern information technologies in the process of language learning. This issue is explored by such scientists as M.M. Bachore [11], Z. Cai et al. [12], M. Dečman [13], R. Gafni et al. [14], who focus mainly on exploring the possibilities of the Internet, social networks, mobile phones and various mobile applications for learning a foreign language.

For example, R. Gafni et al. [14] studied the use of mobile applications in the process of learning foreign languages. These scientists came to the conclusion that mobile applications have a positive effect on the process of mastering foreign languages by students, since they are quite easy to use, are gamified, have an interesting design, and are always at hand. In addition, the study of the effectiveness of the blended learning methodology and the features of its application in teaching and learning foreign languages is gaining wide popularity among world scientists. This methodology is actively explored by such scientists as O. Skrypnyk et al. [15], C. Kramsch [16], J. Rivera [17].

The latter argues that the concept of "blended learning" is used to describe how e-learning for foreign languages combines with traditional classroom methods and creates a hybrid teaching methodology where the best of the old and the new merge into one. In the opinion of the scientist, the combination of modern technologies with traditional teaching methods gives teachers more opportunities to use several different and effective teaching methods.

Kazakh scientists, among whom are A.M. Balzhanova [1], M.O. Chilmenbetova [4], T.E. Karpenko and L.T. Seri [5], A. Kusayynova [18], G.Zh. Lekerova and S.D.

Polatova [2], V.V. Guzikova [19], L.S. Syrymbetova et al. [20], M.N. Smirnova and A.E. Turlybek [21], E.G. Tareva [22] and R.E. Sarbaeva [23], are also actively engaged in the study of modern language teaching methods. For example, such teaching methods as innovative technologies, approaches to student learning, in particular competence-based, intercultural, activity-based, as well as features of remote learning of foreign languages [24-26].

These scientists argue that a modern educational institution is required to introduce new teaching methods that ensure the development of communicative, creative and professional competencies. The researchers pay special attention to the introduction of information technologies in the educational process, namely the use of modern multimedia tools and Internet resources.

R.E. Sarbaeva [23] believes that thanks to information technology, it is possible to diversify the learning process, expand the motivational basis of educational activities, make the learning process student-centered. Additionally, improve the quality of language education in general, as well as provide a unique opportunity to master a large amount of information with subsequent analysis and sorting.

G.Zh. Lekerova and S.D. Polatova [2] are convinced that it is currently necessary to improve the process of foreign language education in Kazakhstan, to use new techniques, methods, strategies, forms and approaches to successfully for all students to achieve language goals. Scientists indicate that the most effective methodological approaches to teaching foreign languages are as follows: level training in target languages; communicative approach; intercultural approach. Level-based education, in the opinion of scientists, focuses on the development of four speech activity skills, i.e., listening, speaking, reading and writing.

The communicative approach provides for the communicative orientation of training, as well as the formation of an educated and comprehensively developed person who is able and ready to use a foreign language as a means of communication at an intuitive level, at the level of "sense of language" [27; 28]. The intercultural approach provides for teaching the language not only from the viewpoint of a means of intercultural communication, but also as a social value that reflects the national cultural heritage and a means of understanding the environment [29-32].

Thus, this research once again confirms that at the present stage of development of teaching foreign languages in Kazakhstan, scientists as well as teachers of foreign languages of the L.N. Gumilyov Eurasian National University pay a lot of attention to the study of an effective methodology for teaching foreign languages, highlighting the main stages of learning, the features of using innovative technologies, the Internet and other innovations in the process of language learning.

An analysis of the research and scientific literature written by scientists led to the conclusion that scientists give enough attention to the study of the methodology of teaching foreign languages and the main stages of education at the present stage. This is confirmed by the presence of a large number of publications where these issues are considered. However, Kazakh scientists pay insufficient attention to the study of the peculiarities of

learning foreign languages in modern higher educational institutions of the country [33; 34]. Such studies are very important and necessary, since today the fluency of a graduate in a foreign language for communication in their professional field depends on the level of teaching a foreign language in a higher educational institution [35; 36].

And for this, it is necessary to create all the necessary conditions at the university, choose an effective methodology and follow the main stages of learning. In addition, teachers of foreign languages need to show interest in students, take into account their personal and age characteristics, interests and needs [37-39]. Moreover, they need to keep up with the latest changes and innovations in the world [40]. It is important, since the search for the most effective methods, approaches and forms of teaching in the context of the educational process of teaching foreign languages in Kazakh universities should be continuous.

Conclusions

A scientific study of the methodology of teaching foreign languages and the main stages of education at the L.N. Gumilyov Eurasian National University, gives grounds for formulating the following conclusions. At the Faculty of Philology of the L.N. Gumilyov Eurasian National University. All teachers are highly qualified specialists who constantly improve their knowledge, actively apply new technologies, progressive methods and forms of work in the context of teaching students foreign languages.

It was revealed that the methodology of foreign language teaching at this university consists in a qualitative combination of traditional methods with innovative teaching methods, and the student learning process is organized in three successive stages – initial, basic and advanced. At each of these stages, a certain level of language mastery is achieved and important communication tasks are solved.

A study of teachers of the Faculty of Philology conducted on the basis of the L.N. Gumilyov Eurasian National University showed that all teachers of foreign languages are familiar with the latest trends and innovations in the field of language education. They actively use modern methods and technologies for teaching a foreign language in the classroom. All classes are aimed at developing students' communicative competence using high-quality Kazakh and international materials as well as materials developed independently, taking into account all the necessary criteria.

The results obtained in the course of this scientific research, as well as the conclusions formulated on their basis, can be further used as an effective scientific basis for studying the methodology of teaching foreign languages in the universities of the Republic of Kazakhstan. In addition, the materials of this article can be applied by teachers who deal with the problems of studying the methods of teaching foreign languages in higher educational institutions, as well as by methodologists and researchers who are solving urgent problems that are associated with the language education of the younger generation.

The prospect of this research is, first of all, the expansion of the array of respondents. It is advisable to include students of the Faculty of Philology of the L.N. Gumilyov Eurasian National University in order to analyze

the effectiveness of the methodology developed by teachers for studying foreign languages at the university and to find out the opinion of students about the work of teachers and the quality of their foreign language classes.

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N/A.

Conflict of Interest

None.

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Методи навчання іноземних мов на прикладі вищого навчального закладу

Гульден Тусупова

Євразійський національний університет імені Л. Н. Гумільова
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Наталія Устелімова

Євразійський національний університет імені Л. Н. Гумільова
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Айман Аубакірова

Казахський університет міжнародних відносин і світових мов імені Аблай Хана
050022, вул. Муратбаєва, 200, м. Алмати, Республіка Казахстан

Айгуль Касенова

Євразійський національний університет імені Л. Н. Гумільова
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Айгуль Кадиськізи

Євразійський національний університет імені Л. Н. Гумільова
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Анотація

Актуальність. Актуальність заявленої теми наукового дослідження визначається зростаючою потребою вивчення іноземних мов та проблемами пошуку ефективної методики навчання іноземних мов у сучасних вищих навчальних закладах Казахстану.

Мета. Метою цієї наукової статті є вивчення основних етапів навчання при вивченні іноземної мови та методології викладання іноземних мов на прикладі Л. Н. Гумільова Євразійського національного університету.

Методологія. Основою методологічного підходу в цій науковій статті є якісне поєднання теоретичних і діагностичних методів дослідження. Зокрема, використано аналіз, синтез, інтерпретацію, узагальнення та абстракцію для визначення теоретичних підходів до пояснення методології викладання іноземних мов, порівняльно-історичний метод, проблемно-порівняльний та структурний метод для характеристики основних етапів навчання при вивченні іноземної мови, а також діагностичні методи, включаючи опитування, інтерв'ювання та тестування, для вивчення методики викладання англійської мови.

Результати. Основними результатами, отриманими в рамках цього наукового дослідження, слід вважати обґрунтування методики викладання англійської мови в Л. Н. Гумільова Євразійського національного університету та виділення основних етапів навчання при вивченні англійської мови за допомогою діагностики, яка проводилася на основі цього навчального закладу. Результати цього наукового дослідження, а також висновки, сформульовані на їх основі, мають практичне значення для викладачів іноземних мов, а також для інших дослідників і методологів.

Висновки. Це дослідження підкреслює ефективність методики викладання англійської мови в Л. Н. Гумільова Євразійського національного університету, наголошуючи на важливості діагностичних методів у визначенні ключових етапів навчання. Знайдені результати мають практичне значення для викладачів іноземних мов та дослідників, надаючи базу для вдосконалення викладання іноземних мов у вищих навчальних закладах в Казахстані.

Ключові слова: інформаційні технології; комунікативна компетентність; комунікативна культура; навчальні плани; специфіка викладання.