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Innovative methods teaching ethnographisms

Abstract. Various economic, social and political changes taking place in society in the 21st century have led to a change in the paradigm of education. Currently, in addition to traditional education, the use of innovative pedagogical technology is taken into account. It is necessary to form communicative, linguistic, ethno-cultural and cognitive competences among students in secondary school. That is why it is important to teach ethnographic vocabulary, to offer effective methods of its analysis and interpretation. This article discusses innovative methods of teaching ethnography to students of grades 8-9. The main goal of the article is to form the ethnocultural competence of students, to select effective innovative methods of teaching ethnography. In the content of the article, theoretical information about innovative teaching, expert results from students, practical works made on the basis of this analysis, a set of effective and optimal methods of learning ethnography were considered. Innovative teaching in modern education is a broad concept. That's why considering it at the micro level, that is, in the "teacher-student" relationship, will be the subject of our proposed article.

Keywords: pedagogy, innovative methods, ethnography, 8-9 grade students, teacher-student.

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Introduction

Nowadays, innovation has its influence on human life and activities across all spheres of society. In the context of the modern education system, the usage of appropriate methods in the training of a responsible, initiative, well-rounded person, a future specialist is of great importance. The general concept of innovation, translated from the Latin term ("innovation"-ИННОВАЦИЯ) means change, renewal. It organizes new content and provides results as a unified program of theoretical, technological, and pedagogical activities [1,71]. In 1930 the Austrian sociologist J. Schumpeter and the German sociologist V. Sombart introduced the concept of innovation to the economy, the term innovation in education began to be used in 1950.

Pedagogical innovation or the theory of the innovative process at school studies the process of school development related to the new practice of education as a field of pedagogical knowledge. N. Monchev, R. Foster, K.Arkhangelsky, M. Patashnik, N. Yusufbekova, V. Shukshunov, V. Lyaudis, N. Gorbunov, and other scientists have provided valuable comments about the theory of pedagogical innovation and its problems. Scientist N.R. Yusufbekova divides the theory of pedagogical innovation into three stages. The first stage, pedagogical neology, which refers to innovations in the theory and practice of pedagogy. The second stage, pedagogical axiology, concerns pedagogical values. The third stage, pedagogical praxiology, is the science of connecting theory and practice [2,163].

It is important to explain ethnographic lexicon to students of 8-9th grade easily and effectively by using innovative methods while preserving the traditional education system. Therefore, the article will propose innovative methods for teaching effective ethnography suitable for both online and offline contexts.

Methodology and research methods

The following methods were used during the research: *theoretical analysis method, descriptive method, statistical method, and control method*. These methods are based on determining the scientific novelty and relevance of the research topic, clarifying the research object, and reviewing the research works up to now.

In our research, a survey was conducted to determine the level of students' knowledge of ethnographic vocabulary, and it was presented by a diagram. In addition, teachers were also interviewed in order to determine the frequency of using ethnographies and their importance.

Discussion and observation.

The concept of innovation first entered the field of pedagogy in the 1980s and began to develop rapidly. In the works of scientists such as T.I. Shamova and P.I. Tretyakova, it is concluded that the "innovative process is the development and organization of new content, while innovation includes effective methods and technologies used in the formation of new knowledge and skills". A.I. Kochetov, meanwhile, emphasized that the scope of innovation includes technological, pedagogical and theoretical activities. The author of the work "Teacher and Innovation", one of the scientists who comprehensively studied the issue of pedagogical innovation is teacher-scientist K. Angelovski. According to the scientist's view innovation is an idea that seems new to a person. The teacher is responsible for the formation, development and application of pedagogical innovation. A teacher who is close to innovation can properly organize information and skills in the educational system. In his work, the scientist reflects the thoughts of foreign scientist E. M. Rogers [3,45].

Innovative methods of teaching means teaching that offers new methods of "teacher-student" interaction. The main feature of innovative education: attention to the individual and his development, improving the level of education, creating a cooperative, collaborative, creative environment, achieving the expected result, etc. That is why the innovative teaching methodology is based on direct student-oriented methods. The essence of innovative methods is to build the learning process on a dialogic basis, to discuss problems and to offer effective ways to solve them. Therefore, the use of conversation, discussion, and brainstorming techniques in the classroom facilitates the comprehension of complex and voluminous information.

Information about innovative methods and their types can be found in the works of such scientists as K. Kabdykayruly, V.M. Monakhov, O.S. Bulatova, G.K. Selevko, M.M. Zhanpeyisova, A.K. Mynbaeva, Z.M. Sadvakasova, and etc.

Effectiveness of innovative methods:

First of all, modern time is the time of innovations, so the learning process and teaching methods should be in accordance with it.

Secondly, getting used to innovative methods of teaching, their regular use allows students to expand their thinking and active learning.

Thirdly, innovative methods of teaching belong to the active methods, which scientist H.E. Meichner proves through pedagogical experimental data. For example, students remember: 10% of what they read, 20% of what they heard, 30% of what they saw, 50% of what they heard and saw, as well as 80% of what they said and 90% of what they did while actively receiving information [4. 10].

Ethno-cultural lexicon, which is the subject of our research article, is a language unit that can inform about the whole nature of the people, life characteristics, traditions, manners, mentality, material and spiritual culture formed over the centuries. Scientist about ethnographicisms A. Seydimbek wrote in his work "Kazakh world": "One nation differs from another nation by

language, geographical territory, behavior, and traditions. It is impossible to talk about ethnos without considering these signs. "Ethnographic data allow us to differentiate the ethnic origin, spiritual nature, culture, lifestyle, moral and ethical qualities of the people," he emphasized [5,77].

Up to this day many research works have been conducted on ethnographicisms. In particular, the following scholars have made significant contributions to the field: L.N. Gumilyov, Yu.V. Bromley, R.G. Akhmetyanov, K.M. Musaev, E. Zhanpeisov, A. Seydimbek, J. Mankeeva, J.O. Artykbaev, A.T. Toleubayev and foreign scientists Frunze, K. Yudakhin, Taalaybek Abdiev, Ö. Aksoy, Metin Yurtbaşı, etc. However, these works mainly provide general theoretical information about ethnography. There are almost no works related to lexical-semantic topics, methodology, signs and interdisciplinary connection of ethnographicisms in Kazakh linguistics.

In order to experimentally prove the effectiveness of the methodology of ethnographic vocabulary teaching in general education schools, surveys and interviews were conducted with teachers and schoolchildren. The purpose of the conducted experiment is to increase the effectiveness of teaching ethnographic vocabulary in general education schools, to identify gaps in the education system, and to offer effective methods that can be used in online and offline formats. The experiment consists of three main stages: the first, an interview with teachers, the second, a specially prepared questionnaire related to the traditional curriculum of students; third, to create a special program that offers effective methods of teaching ethnography.

In the course of the research, interviews were conducted with teachers who teach the Kazakh language and literature to 8-9 classes of school-gymnasium No. 83 after Ibyray Altynsarin and school-gymnasium No. 96 in Astana. Thirty-five teachers with 2 to 20 years of work experience participated in this experiment.

Interview questions for teachers:

1. What kind of teaching do you often use during teaching?
2. What are innovative methods in the educational system?
3. Define the concept of ethnographic vocabulary?
4. In your opinion, what type of language skills is important in teaching ethno-cultural units?
5. What is the importance of using ethnographicisms in the Kazakh language lessons?
6. Are you satisfied with the level of students' knowledge of ethnography?
7. How often do you use ethnography in your lessons?
8. Is it necessary to teach ethnographic vocabulary as an optional lesson?
9. Your opinion on the teaching of ethnography:
10. What methods do you consider effective in teaching ethnography?

Taking into account the answers of the interview participants, we recommend the following result. The majority of teachers (75%) consider ethnographic teaching very important, while 20% are neutral, and the remaining 5% think it is not important. Regarding the frequency of use of these ethnocultural names, 50% of educators stated that they use ethnographic vocabulary several times a month in the Kazakh language and literature classes, 35% did not use at all, and 15% said that they consider it as much as possible in every lesson. As we can see, the use of ethno-cultural units during the lesson and their analysis and differentiation is very low. In addition, some teachers noted that nowadays students' level of knowledge of ethnography is very poor and the given information is quickly forgotten.

In the next stage, a questionnaire was taken from the students. The main purpose of the survey is to determine the level of students' mastery of ethnography, to find out what methods are effective in teaching them. 63 pupils studying in grades 8-9 of school-gymnasium No. 83 and school-gymnasium No. 96 of Astana city named after Ybyray Altynsarin took part in the survey. Tasks for determining the established skills and abilities of working with ethnographic vocabulary were prepared on the basis of texts and tasks in the traditional curriculum of grades 5-9.

Questions and tasks for students have been arranged in the following order:

1. Do you like the Kazakh language and Kazakh literature lessons?
2. Do certain difficulties arise in the Kazakh language and Kazakh literature classes? If yes, why?
3. What do you think is necessary to make the lesson as interesting and understandable as possible?
4. Are you familiar with the concept of ethnographic vocabulary?
5. Write the units that show the national character of the language?
6. What is Bokpen?
7. What is depicted in this picture?
8. What is Masi (leather shoes)?
9. Which of the given ethnophisms do you hear most often?
10. Were you interested in the information given about the ethnography of Kazekey?

As a result of the survey, 46% of students showed that they are completely unfamiliar with the concept of ethnographic vocabulary (Diagram 1). In order to determine the level of mastery of ethnographic vocabulary, three levels (easy, medium, difficult) ethnophisms were offered to students. It was found that 80% of students do not know the meaning of middle and difficult ethnocultural names. 95% of students were interested in new information about ethnographic vocabulary.

Do you know what ethnographic vocabulary is? 63 answers Yes, I do. No, I don't.

Этнографиялық лексика ұғымымен таныссың ба?
63 ответа

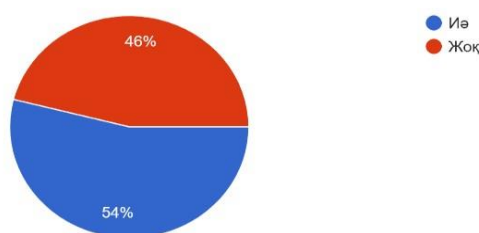


Diagram 1. The level of students' mastery of ethnography

So, as a result of the first inspection work:

- More than half of students do not understand the meaning of ethnophisms found in exercises and works of art;
- Students are unable to use ethnographic vocabulary and explain its meaning in everyday life, during lessons freely;
- Difficulty in mastering historical ethnographies arises during the lesson;
- Due to the boring and monotonous course of the lesson, the given information is quickly forgotten;

New methods of teaching are the teacher's weapon and will strengthen his skills. According to these results, there is a need for innovative methods for the active use of ethnophisms in all forms of speech activity. In the next stage of the experiment, a set of effective exercises and tasks is presented based on all the feedbacks from students and teachers.

By teaching and analyzing ethnographies, it is possible to develop communicative and ethnocultural competence while forming the interests and creative abilities of learners. For this purpose, the teacher has the following tasks:

1. Activities based on the development of students' cognitive, language, and intellectual abilities (perform lexical and grammatical exercises, discuss dialogues, texts, perform some types of design work, use an interactive board)

2. Consider working with textbooks, dictionaries, definitions, searching for necessary information;
3. Help students master the skills of independent work (work with text);
4. Teaching students to write essays, stories, messages;
5. Teach students to fill in tables, analyze materials, create card files;
6. Introducing various non-standard methods to the lesson in order to interest students (lesson-trip, lesson-game, lesson-quiz)

Currently, the following innovative methods are often used in classes. Brainstorming method, fundamentalist method, case study method, project method, house method, cube method, etc. Among these, we have provided a brief description of methods that are suitable for teaching ethnography.

Project method. The first stage. Project preparation. Clarification of the topic, presentation of goals and objectives. The student discusses the project with the teacher, gets advice, and the teacher motivates and guides. The second stage. Supplementing planning, data collection, analysis methods and approaches. The student makes a plan accordingly, the teacher's guidance, and the teacher provides feedback and assistance in predicting the outcome. The third stage. In the main stage, survey, observation, experiment, work with reference literature is carried out. The fourth stage. Generalization of research results. Analysis of information, formulation of conclusions. The fifth stage. Reporting, presentation of results. Sixth period. Evaluation of the results of the educational process is evaluated by the student on an equal basis with the teacher, and the opinion of the project participants is taken into account. From a practical point of view, students develop research skills. First, we divide the students into groups, each group should consist of four people. Each group will be given the topics of the research project. Topics: Traditional clothes. Ethnography related to Kazakh jewelry art. Ethnocultural units related to national clothing names. Ethnographic vocabulary related to national food names. Traditional housing.

One of the methods spread in the education system of Western countries is "fish bone". This method was invented in Japan. It was created in 1952 by the famous Japanese Kaoru Ishikawa who worked at Toyota. The head of the fish represents the main problem or object to be studied. Accordingly, reasons related to the object of study are given in the fish skeleton, i.e. "why did it appear?" the question arises. The fish tail offers a solution as the final stage. Diagram: problem (object) - why - conclusion. Such a specific analysis allows students to analyze the given object of study in detail and consider the object of study in detail. Transforming this method, we are going to offer a "yurt" method of ethnographic analysis based on problem-based learning. For example, let's take the ethnography of house - (*kebis*). *The main problem:* analysis of the meaning of the word *kebis*. The yurts show the meaning of this name comprehensively. *What it means:* loose shoes to be worn outside the body; *What is it made of:* the head is made of soft leather, and the sole is made of high heels; *What is the national value of this thing:* it is decorated with patterns, silver; *For whom:* men and women, etc. The roof of the yurt determines the current ethno-cultural character of this name. Currently, it is used in a modern way, using it in a modern way.

One of the methods that allows students to work individually and in groups is the Workshop method. This method adheres to the principle of "achieving success" by building communication skills. They share their opinions about the positive and negative things that appeared during the work of the workshop, as well as what they learned in the class.

One of the didactic work for students is to teach ethno-cultural names on video materials. The person is at first quickly perceives information through auditory-visual synthesis. According to scientist Yu.M. Lotman, words become images and the image reveals the properties of the word [6, 147].

Audio exercises. Listening and repeating ethnographic units from the audio recording, writing them in a notebook. Listening to the audio text and identifying ethnographies in it.

Watch the video and discuss other situations where ethnographic units can be used.

Game technology plays an important role in education. Games not only increase the cognitive ability of students, but also form their general and professional competence. In the course of teaching ethnography, game technology can be used at the following levels: role-playing games in the classroom; organization of the general learning process through games; use of game elements: tasks (competition lesson, competition lesson, etc.), use of games at a certain stage of the traditional lesson (at the beginning, middle, end, during consolidation of new knowledge); in the development of extracurricular activities, etc. "Museum" role-playing game involves students being divided into several groups. The first group plays the role of museum employees and provides information on some historical ethnographies, and the second group listens carefully, asks questions, and engages in discusses. For example: schokpar, bow, aka kiruke, wild mare/tobel bie, lace/shilten, gray house/boz ui, yurt, urzhuk, sabau, tulak, nar, bozingen.

In addition, it is advisable to give exercises and tasks in learning ethnographic vocabulary. The textbook «Innovative methodology of teaching the Kazakh language» notes that for the development of the language of personality it is necessary to carry out vocabulary work more often and systematically [7,132], scientist E. I. Passov takes into account some features of exercises [8,156]. We divide the recommended exercises into: exercises for the formation and development of language skills (lexical, grammatical) and exercises for the formation and development of communicative skills. Exercises for formation and development of language skills:

Task 1. Define the given ethnophisms.

Masi, cape/shapan, turban/takiya, saukele, ton, kupi, ishik, shekpen.

Task 2. Look up the meaning of ethnophisms in dictionaries.

Keli, saba, torsik, kubi, ojau, kesekap, kauga, pillow tree/zhastyk agash.

Task 3. Match the two columns and choose the correct meaning of ethnophisms.

| | |
|--------------|---|
| Uyz irimshik | is made from the first milk of a newly calved animal after weaning. |
| Kaspak | is both a drink and food made from crushed worms for a long journey. |
| Uyz | is prepared by adding crushed worms to sheep's milk. |
| Turniyaz | is a cheese made from colostrum. |
| Ejegei | the precipitate of the curdled milk stuck to the pot. |
| Malta | is a national dish that is boiled with oil, water, crushed worms and millet |

and then stewed.

Task 4. Fill in the blank.

A) We call our khimar cooked with sugar, honey, apricots or raisins inside to give it a sweet taste -

B) When the mare's milk does not have a sour taste, we call it

B) In the summer season, when the grass is fully ripe, we call it

B) We call it....., which is prepared by pouring milk over stock and accumulated for several days.

2. Exercises for formation and development of communicative skills in the main language.

Task 1. Exercises based on speaking activity. It is very effective for students to explain ethnographic units to each other.

Task 2. Determine the etymology of ethnocultural units. Oimaq, belt/belbeu, saddle/er turman, pin/tuireuish, necklace/alka, talisman/boitumar.

Task 3. Construct a dialogue using the given ethnographies.

Jewelry: rings with stones, shashbau, necklaces, rings, bracelets, sholpy, earrings;

Weapons: shield, helmet, bow, mace, aybalta, kise;

Tools for hunting: crutch, tomaga, stand/tugyr, stick/okshantai;

Task 4. Find the connection between the pictures and the ethnographies.

Kebeje, zerli ayk, asadal, wooden bed/agash tosek, adalbakan.

Results

Language is a tool that reflects the uniqueness of national thinking and people's spirit. Language is the link that connects the past and present of the life, existence and history of known people.

In modern linguistics, the problem of teaching ethnographic units is being tackled in connection with the systematic study of ethnocultural names. Proverbs, phraseology, ethnography, similes, toponyms, terms, etc., which show the national character of the language in secondary educational institutions, language, communicative, linguistic and cultural skills can be formed in the student by teaching language units. An experiment was conducted between teachers and students regarding the frequency and significance of using ethnographisms. Gaps and shortcomings in the secondary education.

In the course of the research work, innovative methods of teaching ethnography, which are common in the Kazakh language and literature classes, in particular, the project method, the yurt method, the workshop method, the museum method, game technology, exercises for the formation and development of language skills (lexical, grammatical) and the formation of communicative skills and exercises for development are offered. One of the didactic work for students is to teach ethno-cultural names on video materials. That is why it is necessary to use audio exercises and tasks based on video.

Conclusion

We associate the concept of new mechanisms of laws and changes in the education system with the word "innovation". The main purpose of this concept is to update educational tools, to show ways to acquire new knowledge quickly and easily. Currently, the scope of the term innovation includes general pedagogical technology and experimental research. Innovative methods in the field of education are considered active methods of teaching.

The main goal of teaching ethnographisms is to acquaint students with the wealth accumulated by our people over the centuries and teach them to use ethnographic vocabulary in the spoken language. Effective innovative methods of teaching ethnographic vocabulary were proposed in the research work. In the teaching of ethno-cultural units, tasks covering all language skills were prepared. Most importantly, statistical information was provided in order to show specific gaps in this process.

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Этнографизмдерді оқытудың инновациялық әдістері

Аңдатпа. ХХІ ғасырдағы қоғамда болып жатқан түрлі экономикалық, әлеуметтік, саяси өзгерістер білім беру парадигмасының өзгеруіне алып келді. Қазіргі таңда дәстүрлі білім берумен қоса педагогикалық инновациялық технологияны қолдану қолға алынған. Орта мектепте оқушылар арасында коммуникативтік, тілдік, этномәдени, танымдық құзыреттіліктерді қалыптастыру қажет. Сол себепті этнографиялық лексиканы оқыту, оларды талдау мен түсіндірудің тиімді әдіс-тәсілдерін ұсыну маңызды.

Бұл мақалада 8-9 сынып оқушыларына этнографизмдерді оқытудың инновациялық әдістері талқыланады. Мақаланың басты мақсаты – білім алушылардың этномәдени құзыреттілігін қалыптастыру, этнографизмдерді оқытудың тиімді инновациялық әдістерін іріктеу. Мақаланың мазмұнында инновациялық оқыту жайлы теориялық ақпарат, білім алушылардан алынған сараптама нәтижесі, осы анализ негізінде жасалған практикалық жұмыстар, этнографизмдерді меңгерудің тиімді әрі оңтайлы әдіс-тәсілдер жиынтығы қарастырылды. Қазіргі білім берудегі инновациялық оқыту ауқымды ұғым. Сол себепті оны микродеңгейде, яғни «мұғалім-оқушы» қарам-қатынасында қарастыру – ұсынылап отырған мақаламыздың нысаны болып табылмақ.

Түйін сөздер: педагогика, инновациялық әдістер, этнографизм, 8-9 сынып оқушылары, мұғалім-оқушы.

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Инновационные методы обучения этнографизмам

Аннотация. Различные экономические, социальные, политические изменения, происходящие в обществе в ХХІ веке, привели к изменению парадигмы образования. В настоящее время параллельно с традиционным образованием ведется работа по использованию педагогических инновационных технологий. В средней школе необходимо формировать коммуникативные, языковые, этнокультурные, познавательные компетенции среди учащихся. Поэтому важно преподавать этнографическую лексику, предлагать эффективные методы и приемы их анализа и интерпретации.

В данной статье обсуждаются инновационные методы обучения этнографизму учащихся 8-9 классов. Основная цель статьи - формирование этнокультурных компетенций обучающихся, отбор эффективных инновационных методов обучения этнографизму. В содержании статьи были рассмотрены теоретическая информация об инновационном обучении, результаты экспертизы обучающихся, практические работы на основе данного анализа, совокупность эффективных и оптимальных методов и приемов освоения этнографизма. Инновационное обучение в современном образовании - понятие масштабное. Поэтому его рассмотрение на микроуровне, то есть в контексте «учитель-ученик», является предметом предлагаемой статьи.

Ключевые слова: педагогика, инновационные методы, этнографизм, учащиеся 8-9 классов, учитель-ученик.

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