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ФОЛЬКЛОРНЫЕ ТРАДИЦИИ В АШЫГСКОЙ ПОЭЗИИ

СЕВДА МИРКЯЗЫМ ГЫЗЫ КАСЫМОВА

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Аннотация. В статье представлены подробные сведения об ашугском творчестве, которая является богатой и духовной ценностью азербайджанского народа. Как и в ашугском творчестве, в целом, также в стихотворениях, которые воспевают мировоззрение людей, их чувства дружбы, верности, любви к Родине, семье, наряду с классической формой исследуются элементы народной литературы.

Образность, художественный язык, естественность, которые свойственны фольклору, также представляются как основное требование в образцах ашугской литературы. В статье анализы эпосов, образцов ашугской поэзии, которые были созданы мастерами-ашугами основаны на стиле ашугского творчества.

Известно, что Гурбани является мастером слова, который обогащаясь за счет народной литературы, оказал неоценимую услугу в развитии ашугского творчества. «Ашугское творчество и Гурбани» привлекает внимание именно с этой же точки зрения. Стихи, которые были написаны Гурбани, оставаясь верным традициям ашугского творчества, классического наследия, являются результатом интереса к ашугской среде. В статье все эти выводы обобщаются.

Ключевые слова: ашугское творчество, фольклор, письменная литература, пословицы, эпос, Гурбани, научная новизна, народное мышление, фольклорное мышление, классическая литература

GURBANİ AND ASHUG CREATİVİTY

Annation. The article provides detailed information about ashug's creativity with the rich and moral wealth of the Azerbaijani people. In addition to the classic form in the poems who sing their love for the family, the elements of folk literature are also being investigated in general as ashug's creativity. The folklore images, literary language and naturalness is also as a key condition in samples of ashug literature. The epics created by master ashugs, analysis samples of ashug poems are based on the style of ashug creativity in the article. We know that as Gurbani benefited from folk literature is also a master who is an invaluable service in the development of ashug's creativity. In this regard, "Ashug creativity and Gurbani" attract attention. The poems written by Gurbani's classical heritage and ashug's creative traditions are the result of his interest in the ashug environment. All these results are generalized in the article.

Key words: ashug creativity, folklore, written literature, proverbs, epic, Gurbani, scientific innovation, people's thought, folklore thinking, classical literature

Образцы ашугской литературы, которые являются одной из древнейших жемчужин устной народной литературы, зародившись сформировались на основе многовекового опыта нашего народа. Каждый из этих образцов поэзии в разной мере выражает жизнь, житейе народа, к которому он принадлежит, взгляд на события природы и общества, исторический путь, пройденный народом, его поэтический образ мышления.

Каждому из нас известно, что ашугское творчество играет роль связующего звена между фольклором и письменной литературой. Таким образом, одна ветвь этого творчества связана с письменной, а другая с народной литературой. Этим был большой толчок развитию обеих литератур. Потому, что ашугское творчество развивалось во взаимодействии с письменной литературой. Представители ашугской поэзии наряду с народной литературой, обогащались от письменной литературы, а также пользовались этими источниками. Обращение к письменной литературе мастеров слова, которые писали и творили в стиле ашугской поэзии, стало причиной обогащения их творчества средствами художественного выражения. Также следует отметить, что именно это взаимодействие с письменной литературой предотвратило утрату многих забытых образцов ашугской, а также эпоса, спасло их от опасности быть забытыми. Сбор и запись образцов ашугской литературы приходится на последние столетия Средневековья, в некоторых случаях работа по сбору велась нерегулярно, дошла до наших дней сохранившись как в устной так и в письменной форме. Велика роль в создании как любовных, так и героических эпосов, ашугов, имена которых всегда упоминались нами. История этого также доходит до раннего Средневековья, и эти мастера слова считаются выдающимися представителями ашугской литературы.

Наша поэзия, которая была написана на родном языке, достигла своего апогея с произведениями «Дастани-Ахмед Харамии» и «Кыссеи Юсуф» Али, творчеством Моллы Касыма, Юнуса Эмре и Шах Исмаила Хатаи, была на той же вершине во времена творившего в стиле народной, ашугской поэзии М.В.Видади и М.П.Вагифа. В народной поэзии и ашугской литературе, которые зародились в стиле ашугской поэзии, мировоззрение тюрок, их поэтическое восприятие, отношение к человеку и окружающей среде является традицией, развивавшейся от героических эпосов до творчества Юнуса Эмре и Ахмеда Ясави, Мухаммеда Физули. Дирили Гурбан и Мискин Абдал, связанные с ашугской литературой, достойно развили путь Мухаммед Физули и Шаха Исмаила Хатаи, творчество которых охватывает классическую поэзию и народную литературу. Азербайджанская древняя и средневековая поэзия отличается прославлением любви. Не просто было развивать ашугскую поэзию и создавать поэтические образцы в этом стиле, наравне с этим привнести новое дыхание и дух в литературу. В этом отношении наше внимание привлекают стихи Гурбани. Дирили Гурбан (1477-1550) является автором мастерски созданных образцов ашугской поэзии.

Академик Мухтар Казымоглу в своем произведении «Поэтика народного смеха» пишет: «...Ашуг, смешивший слушателя, является тем самым мастером, который дает нам наставления, в предисловии «Деде Коркуда»», завершает каждую главу эпоса благословением [4: 98].

Произведения Моллы Касума (конец XIII начало XIV веков) Гурбани, богатые опоры исследования, которые, включая ашугскую поэзию, являются образцом для нашей письменной литературы. Мастер слова отличался тем, что создал такие образцы народной поэзии как эпос, гошма (форма стихосложения в азербайджанской поэзии, одиннадцатисложник), гярайлы (стихотворная форма, которая состоит из 8 слогов, и 3х, 5-ти, 7-и а иногда и большего количества строк на перекрестной рифме), таджнис (одна из форм лирического стихотворения в азербайджанской ашугской и классической литературе, где рифмовка (трех строк) достигается посредством омонимических слов; таджнисы по своей форме сходны с каламбурами), джаханнамэ (ашугское стихотворение, написанное на тему религии, в виде гошма), диван (сборник стихов одного поэта в классической литературе), кыта (строфа стихосложения в восточной литературе, сродни касыде и газели), дейишмя (дуэт, характерное состязание, конкурс в сочинении стихов между двумя поэтами или ашугами, в котором участвуют два человека), кыфылбанд (словесная перебранка ашугов). Они стали такими образцами, что привнесли новое дыхание в ашугскую поэзию Гурбани.

Следует отметить, что саз, с которым мы сталкиваемся в произведениях Хагани Ширвани, Низами Гянджеви достиг своего апогея в эпосе «Асли и Керем», в произведениях Ашуг Гариба, Моллы Гасыма, Гурбани, Мискин Абдала, Шах Исмаила Хатаи.

Этапы озан ашугского искусства нам известны из научных источников. Наиболее наглядный пример этого встречается в исследованиях Низами Халилова: «Процесс создания, развития и совершенствования искусства озан-ашуг прошел несколько этапов: 1. Этап с древнейших времен до XII века, то есть до эпохи Низами. 2. Этап, который начиная с XII столетия до XVI столетия. Этот этап проявился как этап озан-гопуз. Даже на этом этапе имело преимущество ашуг-саз. 3. На этапе с XVI века до нашей современной эпохи гопуз-озан полностью отошел в сторону, доминировал ашуг-саз» [2: 40].

Из исследований также известно, что музыкальный инструмент под названием гопуз был более развит в средние века больше чем в XII-XIII веках, был идентичен сазу того времени. Естественно, что его особенностью является то, что он работает с мизрабом (разновидность плектра, используемая для игры на ряде струнных музыкальных инструментом и для зашпицовывания струны).

По мнению ученого-исследователя Р.Алиева: «Классический литературный язык был сложным для понимания людей, которые имели начальное образование». Однако, этот литературный язык, как язык литературных, философских, религиозных, научных, исторических произведений, которые были созданы азербайджанским народом в средние века, сыграл непревзойденную роль в создании нашей национальной культуры и ее передаче последующим поколениям. Это является языком исламской эпохи азербайджанской культуры, золотого века и наше бесценное национальное достояние [1:155].

Следовательно, одним из наших выводов является то, что ашугская поэзия имеет исключительные заслуги в развитии и формировании азербайджанского литературно-художественного языка. Наш литературный язык, который развиваясь сформировался благодаря творчеству Молла Касума, Шах Исмаила Хатаи, Гурбани, Мухаммеда Эмани, Салеха Ширвани, Шикесте Ширин, Молла Вели Видади, Моллы Панаха Вагифа, достиг своего апогея в классической литературе. Слово и стилистика, которые принадлежат к ашугской поэзии, оказали влияние на образцы классической поэзии. Особенно следует также отметить, что не каждому мастеру слова суждено написать таджнис. Гурбани, Аббас Туфарганлы, Хесте Касум, Ашуг Алы, Шемкирли Гусейн, Ашуг Алескер создали самые оригинальные образцы таджниса. Именно по той причине, что при каждом чтении, исследовании, появляются новые выводы, идеи, ашугская литература и связанные с ней исследования являются такими темами, которые всегда находятся на повестке дня как фольклора, так и письменной литературы. Подобно тому, как невозможно представить фольклор отдельно от письменной литературы или, наоборот, письменную литературу от народного творчества, мы полагаем, что анализ ашугской литературы отдельно от обеих не может считаться эффективным исследованием. Литературный памятник «Книга моего деда Коркуда» также оказал большое влияние на развитие фольклора и письменной литературы, которые возникли и развивались после него. Гурбани также являлся таким мастером слова, который как ашуг и наставник, опирался на народную мудрость и обогащался за счет него.

Гурбани использовал образцы народной литературы также в различных формах. Во первых включил пословицы и поговорки в свое произведение, при условии сохранения былого, оригинального варианта, а в ином случае обогатился за счет изменения в образцах народной литературы, то есть меняя содержание. Гурбани, который прошел плодотворный творческий путь, имел неоценимые заслуги в развитии ашугской литературы. Как поэт и творческий ашуг, он считался одним из талантливых мастеров слова своего времени. Наставник – мастер слова, которому привнесся новый дух в ашугскую поэзию удалось превратить его в духовное требование своего народа также умело воспользовался традициями классического литературного наследия.

Такие качества, как особенность народного языка, естественность и простота, являются свойствами присущими также для диванного творения Гурбани. Следует также отметить, что чередование прозы и поэзии, которое является традиционной формой азербайджанского героического и любовного эпоса, привнесло народность еще и в эпос «Гурбани». Эпос

начинается с образца мудрого стихотворения, которое называется «наставление», завершается самим эпосом и его «дуваггапма» (ашугская песня, которая исполняется в конце эпоса и восхваляет невесту). В соответствии с творческой традицией эпоса, эпос «Гурбани» также состоит из ценных страниц, образцов которые отражают судьбу ашуга, примеров из стихов мастера слова. Следует отметить, что по Гурбани было проведено много научных исследований. Среди них были произведения также Газанфара Казымова, которые привлекли наше внимание.

Известно, что одним из отраслей профессора Газанфара Казымова, является сбор, изучение и анализ поэтического наследия Гурбани, который считается дедом азербайджанской ашугской поэзии. Он собрал и подготовил к печати произведения Ашуга, опубликовал их с большим предисловием и примечаниями как на родном азербайджанском, так и на русском языках. Он является автором более 10-ти научно-популярных статей Ашуга: «Ашуг Гурбани и его могила», «Село Дири (Живой) и Гурбани», «Традиции Гурбани», «Мастерство Гурбани», «Псевдоним Гурбани», «Гурбани и Хатаи» и т.д. [3: 46].

Об ашугах, сыгравших важную роль в развитии ашугского искусства, во все эпохи слагались былины, которые со временем впитались в память. Гурбани также является одним из таких мастером слова, к имени, слову и личности которого слагалась объемистая былина. Существуют различные версии об этом и других былинах, согласно которым, былину ашуги создали именно в соответствии с собственными именами, а затем они обрабатываясь, обогащаясь, достигли совершенства. Естественно, что они являются темами, которые тоже требуют исследования. Однако, правда заключается в том, что включая эпос «Гурбани», вне зависимости от того кем были созданы «Хесте Касум», «Аббас и Гюльгыз», «Яхшы и ашуг», «Эпос Вагифа», «Махмуд и Агджагуш» и другие эпосы являются необходимыми образцами, которые лежат в основе нашей литературы.

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THE ROLE OF CULTURALLY AUTHENTIC CONTEXTS IN DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE LEARNERS

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Abstract: *This article explores the role of culturally authentic contexts in the development of communicative competence among English language learners. Authentic materials and real-life situations enhance students' understanding of cultural and pragmatic norms of communication. The paper presents theoretical foundations, classroom strategies, and practical suggestions for implementation in the foreign language classroom.*

Key words: *Real-life situations, cultural norms, sociolinguistic competence pragmatic competence, intercultural competence, digital tools in language learning, language and culture integration, classroom strategies.*

Introduction: In recent years, foreign language education has shifted significantly toward incorporating communicative competence as a central goal. While previous approaches focused largely on grammatical rules and memorization, modern pedagogy emphasizes meaningful interaction. Culturally authentic contexts serve as a bridge between classroom learning and real-world language use, enabling learners to function in diverse communication settings.

Communicative competence involves not only the accurate use of grammar and vocabulary but also understanding sociolinguistic and pragmatic aspects of communication. It includes knowledge of when to speak, what to say, how to say it appropriately, and how to interpret cultural cues. Culturally authentic contexts provide learners with opportunities to experience these features in action.

Examples of culturally authentic materials include newspaper articles, TV shows, interviews, podcasts, and informal conversations between native speakers. These materials reflect real usage, idioms, colloquial expressions, and unspoken cultural norms. Exposure to such resources trains learners to navigate real communication more effectively.

From a theoretical standpoint, the Communicative Language Teaching (CLT) model supports the integration of authentic content. CLT encourages interaction in meaningful contexts and fosters both fluency and accuracy. Similarly, the Task-Based Language Teaching (TBLT) approach focuses on the use of real-world tasks, which naturally integrate cultural elements and social functions of language.

According to Vygotsky's Sociocultural Theory, learning is mediated by tools and social interaction. Language is not only a means of communication but a tool for thinking and cultural exchange. Authentic contexts, therefore, serve as cultural tools that help shape the learner's understanding of the target language.

Practical application in the classroom may include analyzing culturally relevant texts, conducting virtual exchanges with native speakers, or simulating real-life situations such as job interviews, shopping, or ordering food. Teachers can incorporate traditional music, art, and literature to enhance students' appreciation of cultural perspectives.

However, the use of culturally authentic contexts also presents challenges. Students may struggle with fast speech, slang, or unfamiliar references. Teachers must carefully select materials

based on learners' proficiency levels and provide adequate scaffolding through pre-teaching vocabulary and offering background information.

It is also important to assess the cultural readiness of learners. While some may be enthusiastic about exploring new cultural perspectives, others may find it confusing or intimidating. Educators must foster a safe environment for discussion, encourage curiosity, and help students develop intercultural sensitivity.

Digital tools and online platforms offer additional opportunities for accessing authentic content. Websites like YouTube, news portals, or digital storytelling platforms can be used to bring real-world language into the classroom. Mobile applications with chat functions can also connect students with native speakers around the world.

Ultimately, culturally authentic contexts enrich the language learning experience by promoting both linguistic competence and cultural understanding. They prepare learners for real communication and provide a meaningful, relevant, and motivating approach to foreign language education.

Conclusion: Incorporating culturally authentic contexts into English language instruction significantly enhances learners' communicative competence. By engaging with real-life materials and situations, students not only improve their linguistic accuracy and fluency but also gain a deeper understanding of the cultural and pragmatic norms that govern communication in the target language. Approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Vygotsky's Sociocultural Theory support the integration of authentic content, emphasizing interaction and cultural exchange. Although challenges may arise, such as unfamiliar cultural references or fast-paced speech, these can be addressed through thoughtful material selection and effective scaffolding. Ultimately, culturally authentic contexts create a more meaningful and motivating language learning experience, preparing students for real-world communication and fostering intercultural sensitivity.

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ЛИНГВИСТИЧЕСКОЕ НАСЛЕДИЕ ХАТИБА ТАБРИЗИ

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Аннотация. Статья посвящена изучению лингвистического наследия средневекового азербайджанского ученого XI века Хатиба Табризи. В его работах «Китаб ма йугра' мин ахирихи кама йугра' мин аввалихи», «И'раб аль-Гур' ан» и «Тахзиб Ислахи-ль-мантиг» рассматриваются интересные вопросы арабской лингвистики, такие как палиндромия, и'раб, хамзованные, недостаточные глаголы, отглагольные имена, двойственное число и т.д. Вопросы рассматриваемые средневековым ученым актуальны и сегодня, ввиду чего, изучение этих работ крайне важно.

Ключевые слова: лингвистика, арабская культура, палиндром, Хатиб Табризи, XI век, средневековый азербайджанский филолог, лексика

В VII веке в истории человечества произошло событие, коренным образом изменившее не только историю Востока, но и историю всего мира. Возникновение ислама, третьей и последней мировой религии, обусловило появление нового государства – Арабского Халифата. В результате завоевательной политики арабских халифов территории Аравии и завоеванных ими стран Передней Азии, Северной Африки и Пиренейского полуострова стали единым государством, в котором языком делопроизводства и науки стал арабский язык.

Интерес к изучению арабского языка, связывают с распространением религии ислам, однако ассоциировать возникновение лингвистических учений с периодом распространения ислама, мягко говоря, не правильно. Ислам был ниспослан в VII веке, в этот период на Аравийском полуострове была уже сформированная племенная культура арабов, которая не была зафиксирована на письме, и относилась к разряду устной поэзии. Богатство, и многогранность этой культуры сохранились благодаря антологиям джахилийской поэзии, которые были созданы позднее. Существование науки о стихосложении («аруд» или же «аруз»), богатство лексики, строгая система рифмовки стихотворных произведений, и составления касыд – фактический материал, позволяющий нам говорить об определенном, достаточно высоком, культурном развитии арабов и их языка к моменту ниспослания Корана.

Называя эту культуру «арабской», мы умаляем заслуги других завоеванных народов, поскольку известно, что после арабских завоеваний персы, турки составили численное большинство среди населения Арабского халифата. Но это название не совсем точно отражает суть этой цивилизации. «Обыкновенно эту культуру называют арабской, потому что органом умственной жизни для всех народов халифата сделался арабский язык, – поэтому говорят: «арабское искусство», «арабская наука» и т. п.; но в сущности это были больше всего остатки культуры Сасанидской и вообще староперсидской (которая, как известно, восприняла также многое из Индии, Ассирии, Вавилона и, опосредованно, из Греции) [3].

Как было замечено ранее, все народы, объединенные в единое государство, внесли свой посильный вклад в развитие культуры Востока. Азербайджанские ученые, литераторы, поэты наряду с персидскими, турецкими, среднеазиатскими, и другими деятелями науки оставили неизгладимый след в мусульманской культуре. Одним из первых азербайджанских представителей арабской лингвистической науки считается Хатиб Табризи (1030 - 1179), который жил и творил в XI веке [10, 286; 4, 22; 9, 7].

Хатиб Табризи родился в городе Табриз на Юге Азербайджана в 1030 г [там же]. Судя по всему, он получил прекрасное образование в своем родном городе. Здесь будущий филолог изучал арабский язык, а также арабскую грамматику. Тщательный анализ всех средневековых источников, приводящих сведения о жизни Х. Табризи, к сожалению, показал, что сведений о молодых годах ученого очень мало, но собрав эти сведения, можно получить определенное представление о нем.

В труде Йакута аль-Хамави «إرشاد الاريب الى معرفة الاديب», «Искусное руководство по сведениям об известных литераторах» (известное как «Иршад» [10], приведен интересный факт о раннем периоде жизни Х. Табризи.

[10, 286] ... ابو زكريا التبريزي قال: رأيت نسخة بكتاب الخمره لابن دريد باعها ابو الحسن الفالي بخمس دنانير من القاضي ابي بكر بن بديل التبريزي و حملها الى تبريز فنسخت انا منها نسخة

«Абу Закарийа ат-Табризи говорил: Я увидел рукопись книги «ал-Джамхара» Ибн Дурейда, которую Абу Хусейн Фали купил за 5 динаров у кади Абу Бекра бин Бадила ат-Табризи и привез ее в Табриз, а я сделал ее копию».

Так же известно, что Хатиб Табризи, пешком дошел до Мааррат ан-Нуман, города в Сирии, чтобы иметь возможность учиться у Абу-ль-Аля аль-Маарри [4, 24]. После смерти Учителя, Х. Табризи отправляется в «научное путешествие»: Сур, Дамаск, Египет. Молодой Табризи получив знания у лучшего мыслителя своего времени, после его смерти продолжал постигать знания: фикх, история, лингвистика, хадисы. Йакут аль-Хамави в своем труде «Иршад» перечисляет около 10 известных ученых своего времени – Абу-ль-Касым ар-Рагги (ум. 450\1058 г.), языковед аль-Хасан ибн Раджа ибн Даххан (ум. 447/1055 г.) открыл ему тайны арабской лексикографии, литературовед Абд-аль-Вахид ибн Али ибн Омар аль-Асади аль-Укбари ибн Бурхан поделился с ним знаниями по истории литературы и об обычаях и традициях арабов и т.д [10, 286; 4 28-30; 9, 10-12]. После завершения «обучения» Хатиб Табризи прибывает в Багдад, где по сведениям Хиндушаха Нахчивани по приглашению от Низам аль-Мулька возглавил «кафедру литературы» а так же библиотеку медресе «Низамийя» [там же; 1,24].

В 502 году (1109 г.) жизнь выдающегося ученого прервалась, и он с почетом был похоронен в кладбище «Баб абраз» [10, 287; 4,37; 9, 30].

Этот ученый, выходец из Азербайджана, стал автором множества произведений, многие из которых до сегодняшнего дня считаются лучшими образцами комментаторской деятельности. Благодаря перу Хатиба Табризи, арабские исследователи муллаг, а также творчества Абу-ль Аля аль-Маарри, Ибн Дурейда, Абу Таммама, Муфаддала ад-Даби имеют прекрасные комментарии, на основе которых современные исследователи арабской литературы имеют возможность изучать эти бесценные произведения средневековой арабской поэзии.

Немаловажное значение имеет лингвистическое наследие Хатиба Табризи. Средневековая наука не имела четких ограничений по отраслям филологической науки. Многие ученые того времени работая над произведениями не ограничивались той или иной областью научных знаний. Средневековое обучение чаще всего велось в медресе (школах при библиотеках), и оно сводилось к чтению и комментированию произведений. Судя по всему, труды Хатиба Табризи являются «записями» занятий.

Лингвистическое наследие Хатиба Табризи представлено следующими произведениями: «المقدمات في النحو» («Аль-Мугаддима фи-н-нахв») - «Краткие сведения по нахву», «كتاب الالفاظ» («Китаб аль-Алфаз») «Книга слов», «إعراب القرآن» («И‘раб аль-Куран») «Флексия в Коране», «لمع في النحو» («Лум‘у фи-н-нахв») «Краткое изложение грамматики» (Комментарий на труд великого арабского языковеда Ибн ал-Джинни (932 – 1002)) и т.д. являются бесценным источником по изучению лексического состава арабского языка, его грамматики [10, 287; 4, 38-44; 9, 23].

В труде Хатиба Табризи «كتاب ما يقرأ من آخره كما يقرأ من أوله» «Китаб ма йугра’ мин ахирихи кама йугра’ мин аввалихи» «Книга о том, что, с конца читается

также, как и с начала» рассматривается одна из малоизученных проблем – проблема палиндромов в арабском языке, слов, которые с начала, и конца читаются одинаково. В этой работе Хатиб Табризи собрал слова, соответствующие этому правилу, и следуя средневековой традиции, каждое слово снабдил примером из классической литературы или же из Корана [7].

Палиндромы в арабском языке – тема почти не изученная, но книга, написанная в XI веке арабским ученым, уроженцем Азербайджана (название произведения дает нам смелость так называть работу, состоящую из 22 страниц), в которой собрал палиндромы – слова которые сначала и с конца читаются одинаково. Хатиб Табризи упорядочил слова в алфавитном порядке и каждое слово снабдил примером из классической поэзии [там же].

Произведение было выявлено благодаря инициативе иракского ученого д-р. Джорджа Круткова. Он, после тщательного изучения небольшой рукописи, хранившейся в рукописи было указано имя автора - указан Йахья Табризи. Согласно мнению Джорджа Круткова, это должен быть никто иной как азербайджанский ученый Хатиб Табризи. После внимательного изучения исследователь опубликовал «Книгу» в журнале факультета «Наука и литература» Багдадского Университета [4,152].

Исследования Сейида Ибрахима Аляви, на основе которой мы изучали этот труд Хатиба Табризи, которая начинается с краткой биографии табризского ученого, где высоко оценивается его творчество. Сейид Ибрахим Аляви так пишет о нашем соотечественнике:

كان أحد الأئمة في النحو و اللغة و الادب ، و كان حجة صدوقاً ثابتاً [7, 1]

Он был одним из ведущих в грамматике, языке, литературе, являясь истинно бесспорным авторитетом в этой области.

После биографических данных, Сейид Ибрахим Аляви пишет

اما بعد: فاني ذاكر في هذا الكتاب – ان شاء الله – " ما يقرأ من آخره كما يقرأ من أوله" من الأسماء، مرتباً على حروف المعجم فمن ذلك – و بالله أستعين [7, 3]

«Затем, я с позволения Аллаха, упоминаю слова, в представленной книге под названием «То, что, с конца читается также, как и с начала», где (он) построил слова в алфавитном порядке, при этом уповаая на Аллаха (с божьей помощью - Г.Г.)».

Хатиб Табризи под небольшими заголовками «حرف» «Буква ...» приводит слова - палиндромы, каждый пример, как уже упоминалось выше он подкреплял примерами классической арабской поэзии или же аятами из Корана. В своем произведении он приводит следующие слова باب - дверь, глава, раздел, ثوت - месяц в коптском календаре, ليل – ночь и т.д [7].

В произведении «إعراب القرآن» «И‘раб ал-Гур‘ан», «Ираб (Флексия) в Коране» посвященное теме флексии в арабском языке, в частности в Коране. Это произведение Х. Табризи в 60-70-х годах прошлого столетия, во время написания монографии М. Махмудовым было известно только благодаря более ранним исследователям творчества Х. Табризи, работе Ибн Халликана, который пишет, что произведение представлено в четырех частях. К. Броккельман отмечает, что рукопись этой книги хранится в Париже [4,42; 6,205; 5, 321].

Исследование наследия Х. Табризи очень актуально в арабских странах, и его труды часто становятся объектами научных изысканий. Благодаря таким видным ученым как Фахраддин Габавва, Йахья Мурад, которые основываясь на сохранившиеся экземпляры рукописей трудов, составили критические тексты, что дало возможность исследователям ознакомиться с творчеством Хатиба Табризи [8; 9]. В результате их неустанного труда рукописи его трудов публикуются, и тиражируются многочисленными издательствами. Сегодня можно ознакомиться с трудом «И‘раб ал-Гур‘ан». Печатная версия книги была опубликована в Каире в 2004 году, исследование этого труда было проведено профессором Йахья Мурадом [9].

Труд Х. Табризи «Тахзиб Ислахи-л-мантыг» является комментарием на труд известного лингвиста Ибн ас Сиккита «Ислах аль-мантыг Труд ибн ас-Сиккита «إصلاح المنطق» («Ислах аль-мантыг» - «Улучшение речи») - одно из самых популярных произведений в арабской языковедческой науке [4, 150-151].

В этом труде был собран весь лексический состав арабского языка того времени, слова были объединены по корневому и по лексикологическому принципу. Следуя средневековой традиции, лексикограф подкрепляет свои утверждения ссылками на известных в то время авторов: Юнис ибн Хабиб, Кисаи, Фара, Абу Убейда. Он также приводит примеры из классической поэзии, в частности, из стихов аль-Асмаи, аль-Аша, Зу-Румма, ар-Раджаз [8].

Во время учебы у знаменитого «слепца» Х. Табризи вместе со своим учителем прочел много известных трудов как самого ал-Ма'арри, так и других авторов. В частности, вышеупомянутый трактат ибн ас-Сиккита он изучал с аль-Ма'арри, об этом свидетельствует случай, представленный в книге Б. Я. Шидфар «Абу-ль-Аля ал-Маарри»: «...до нас дошло любопытное замечание ат-Тибризи. Однажды он читал с Абу-л-Аля руководство по логике и риторике «Исправление логики», автором которого был ученый Ибн ас-Сиккит (803 – 859). Ат-Тибризи готовил тогда комментарий к этому сочинению». Во время чтения книги «Улучшение речи» «إصلاح المنطق» они обнаружили множество повторов и неточностей [2, 72]. Впоследствии Х. Табризи в конце своей жизни вновь обращается к этому труду, дабы отредактировать его [4, 151].

Слова в книге были объединены по корневому и по лексикологическому принципу. Следуя средневековой традиции, лексикограф подкрепляет свои утверждения ссылками на известных в то время авторов: Юнис бин Хабиб, Кисаи, Фара, Абу Убейда. Он также приводит примеры из классической поэзии, в частности, из стихов аль-Асмаи, аль-Аша, Зу-Румма, ар-Раджаз. В каждой главе книги рассматривается одна грамматическая проблема, например, правильные, хамзованные, слабые, пустые корни, и слова, образованные от них; отглагольные имена, образованные с помощью م [8].

Труд «Тахзиб Ислахи-ль-мантыг» является исключительным лингвистическим трудом средневековой арабистики. Казалось бы, этот трактат является комментарием, написанным Хатибом Табризи на лексикологический труд Ибн Сиккита. Тем не менее можно смело утверждать, что это самостоятельное исследование. В данной работе ученый выступил как талантливый филолог. Комментируя этот труд, он продемонстрировал разносторонние знания не только в арабской лингвистике, но и в литературоведении, а также глубокие познания быта арабов, их культуры и истории.

Все вышеперечисленные произведения Хатиба Табризи являются исключительными трудами, изучение которых обогащает не только знания в области средневековой арабской лингвистики, но также и открывает многочисленные вопросы для сравнительного анализа лингвистических единиц во многих языках, которые заимствовали арабскую лексику. Вопросы палиндромов и и'раба в арабском языке так же нуждаются в серьезном изучении как на материале трудов Хатиба Табризи, так и на основе современных лингвистических данных.

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COMPARATIVE STUDY OF COMMUNICATION STYLES IN DIFFERENT CULTURAL CONTEXTS

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Abstract. *In today's globalized world, communication across cultures has become both inevitable and essential. Differences in communication styles rooted in cultural norms can lead to misunderstanding or, conversely, drive innovation and empathy when properly understood. This article presents a comparative, interdisciplinary analysis of communication styles across diverse cultural contexts. We examine linguistic, sociological, and psychological frameworks, including high-context vs. low-context cultures, direct vs. indirect communication, power dynamics, and non-verbal expression. Drawing on real-world case studies and foundational theories, we aim to provide professionals with the analytical tools needed to navigate intercultural interactions more effectively.*

1. Introduction

Culture shapes not only what we say but how we say it, how we listen, and how we interpret the messages of others. Communication is a culturally constructed system, influenced by historical, social, and environmental factors. As businesses expand globally and digital communication breaks down physical borders, understanding how different cultures communicate is no longer a luxury — it's a necessity.

2. Theoretical Framework

2.1 Hall's High-Context vs. Low-Context Cultures (Dr. Elena Matsumoto)

Edward T. Hall's seminal work on contexting is a cornerstone of intercultural communication.

High-context cultures (e.g., Japan, Brazil, Arab nations): Communication is implicit, relying heavily on non-verbal cues, shared experiences, and unspoken rules. The message is often “between the lines.”

Low-context cultures (e.g., Germany, the U.S., Scandinavia): Communication is explicit and direct. Messages are conveyed through precise language and clear structure.

Application: In business negotiations, a Japanese partner may hesitate to directly say “no,” while a German colleague may interpret this hesitation as uncertainty rather than polite refusal.

2.2 Hofstede's Cultural Dimensions (Prof. Michael Brandt)

Geert Hofstede identified six dimensions of culture that directly impact communication:

Power Distance: High (e.g., Malaysia) vs. Low (e.g., Denmark) determines formality in communication.

Individualism vs. Collectivism: Influences whether people prioritize self-expression or group harmony.

Uncertainty Avoidance: Affects comfort with ambiguity in speech.

Masculinity vs. Femininity, Long-Term Orientation, Indulgence: Also play roles in how messages are crafted and received.

Insight: Cultures high in uncertainty avoidance (e.g., Greece) often use more structured and cautious language, while low-uncertainty cultures (e.g., Singapore) may be more open to ambiguity and improvisation.

3. Direct vs. Indirect Communication Styles (Dr. Laila Rahman)

3.1 Direct Communication

Typical of Western cultures such as the U.S., Germany, and Australia. It values honesty, clarity, and efficiency. Saying exactly what one means is seen as respectful.

3.2 Indirect Communication

Common in East Asian, South Asian, and many African cultures. It prioritizes harmony and face-saving. Meaning is often conveyed through implication, silence, or storytelling.

Example: In India, a statement like “I’ll try my best” may be a polite refusal, whereas a Western listener might interpret it as a commitment.

4. Non-Verbal Communication Across Cultures

4.1 Gestures and Body Language

Thumbs up: Positive in the West; offensive in parts of the Middle East.

Nodding: Means “yes” in most cultures but “no” in Bulgaria.

4.2 Eye Contact

In the U.S. or France: Shows confidence and honesty.

In Japan or Nigeria: Prolonged eye contact can be seen as aggressive or disrespectful.

4.3 Silence

In Finland and Japan, silence is a sign of thoughtfulness and respect.

In the U.S. or Italy, it might be seen as awkward or uncomfortable.

5. Case Studies

Case Study 1: Cross-Cultural Team in a Tech Startup (Prof. Brandt)

An American team lead and an Indian developer experienced miscommunication. The developer repeatedly said “yes” to unrealistic deadlines, out of politeness. The project suffered until both parties engaged in cultural training, and the team lead adjusted to ask questions that required specific feedback rather than yes/no answers.

Case Study 2: Healthcare Communication in Multilingual Communities (Dr. Rahman)

In a London hospital, Somali patients were perceived as non-cooperative due to indirect expressions of pain. After cultural mediation, it became clear that modesty and indirectness were misinterpreted. Adjusting questioning techniques led to significantly better outcomes.

6. Implications for Global Professionals

6.1 In Business

Cultural intelligence (CQ) is as important as IQ or EQ. Multinational managers must adapt their communication strategies based on cultural norms — not just language translation.

6.2 In Education

Educators working with international students should be aware of differing attitudes toward silence, questioning authority, and collaboration.

6.3 In Diplomacy and Conflict Resolution

The ability to decode indirect communication and use culturally appropriate non-verbal signals can de-escalate tension and build trust.

7. Conclusion

Communication across cultures is not about speaking more clearly or loudly — it's about understanding differently. Recognizing and respecting cultural differences in communication styles is a skill that enhances collaboration, prevents conflict, and builds meaningful international relationships. Whether you are a manager, teacher, healthcare provider, or diplomat, cultural fluency is the key to truly effective communication.

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УДК

A CROSS-CULTURAL AND INTERLANGUAGE STUDY OF REQUESTS IN THE KAZAKH AND ENGLISH LANGUAGES

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Abstract. *This paper provides some (more) insights into cross-cultural variation in speech act realization by analyzing English, Kazakh, Chinese and other languages requests. It aims to show that the relationship between indirectness and politeness is interpreted differently across cultures. Hence, the analysis focuses on the difference between direct requests, which have been said to play a central role in English and Kazakh, and conventionally indirect requests, which are the most frequent request type in English and Kazakh. It further shows that the examined languages exhibit culture-specific preferences for syntactic and lexical down-graders modifying the illocutionary force of the request and, thus, reducing the threat to the hearer's face.*

The requests analyzed in this study have been elicited by means of a discourse completion task and constitute responses to a scenario frequently used in previous request studies, so that the results can be compared with those established for other languages. The strong agreement among languages on the use of conventional indirectness in this scenario allows for testing the restricted applicability of interrogative constructions claimed for the two Slavic languages.

Keywords: *requests, DCT, indirectness, Politeness; East-West divide; (In)directness; Chinese; Japanese; American English*

One of the actual themes in the field of request is comparison DCT and naturally occurring requests. As Maria Economidou-Kogetsidis (Maria Economidou-Kogetsidis, 2013) investigates since the first extensive and systematic use of the written discourse completion test (henceforth WDCT) in the Cross- Cultural speech act realization projects (CCSARP) (Blum-Kulka, 1982; Blum-Kulka et al., 1989a), the DCT (written and oral) has been used to gather and compare data in the majority of empirical studies in pragmatics research (e.g. Blum- Kulka and Olshtain, 1984, 1986; Fearch and Kasper, 1989; Van Mulken, 1996; Lee, 2005; Woodfield, 2006; Bataineh and Bataineh, 2006; Dalmau and Gotor, 2007; Economidou-Kogetsidis, 2008, 2009; Woodfield and Economidou-Kogetsidis, 2010, to mention but a few). This has been primarily because of the administrative advantages of DCTs (especially WDCTs) which enable researchers to easily collect a large amount of data while controlling the social/situational variables involved in each situation tested. Yet, despite its widespread use, the WDCT has also been the most criticized elicitation instrument in cross-cultural and interlanguage pragmatics with the main criticisms being related to the WDCT's inability to capture the features of spoken language and natural interaction (for a full discussion see section 2.2). These criticisms and limitations have led many researchers to turn to the use of oral role-plays (Hassall, 1997, 2001, 2003, 2012; Goy et al., 2012; Felix-Brasdefer, 2007b; Otcu and Zeyrek, 2008; Economidou-Kogetsidis, 2012; Woodfield, 2012), which, if administered with care, have been found to yield data which approximate natural discourse (Kasper, 2000). If we use natural data it is impossible to use social characteristics of the informants (e.g. age, ethnic group, socioeconomic status, gender) because of being unreported and/or unknown. Another characteristic has DCT data. It requires students to read a written description of a social situation and asks them to write what they would say in that situation and more related to simulation. Apart from author pays attention to the difference between WDCT and DCT. Another issue has been the length of the situational prompt and the amount of contextual information that should be provided while using DCT because pilot-test result showed that participants need enriched external modification and elaboration than previous types of the most DCT studies to date have used. Next thing is difference between DCT and oral, interactive role-plays. The

author gave Rintell and Mitchell's (1989) examples which showed that using DCT can be direct, using less polite language, while in a face to face encounter with another person. . .some subjects are less comfortable using such direct language. If we want to examine the role of gratitude by native and non-native speakers of English, the best way is using WDCTs, oral DCTs, oral role-plays and naturally occurring examples. Also as author indicates that WDCT responses are shorter and contain a smaller range of acts, while DCTs seem to be appropriate instruments for discovering what semantic formulas are frequently used (or expected) in performance of a speech act.

As a data was chosen the current investigation from the social situation used involved an airline's call centre where the caller (speaker) rings in order to make a flight reservation or a 'standard' situation. The subjects of investigation were British English native speaker students of Anglo-Saxon origin. The participants of the investigation used: the most direct strategies (bald-on-record strategies), conventionally indirect strategies, non-conventionally indirect strategies (Hints). At the end the test results showed such characteristics:

- WDCT requests were found to be more direct compared to natural requests; - Natural requests included a significantly higher number of direct questions, WDCT requests included primarily want statements through the use of the 'I would like/I'd like' structure.

- It was found that the naturally occurring requests included less syntactic modification than the WDCT requests.

- While in natural data there was a statistical preference for hearer perspective, within the WDCT data there was a preference for speaker perspective.

Kazakh language is related to the Turkish language family among Azerbaijani, Turkmen, Qashqai, Gagauz, and Balkan Gagauz Turkish. Qazakhstan is situated in the central Asia. And if we want to study the correlation between English and Qazakh language requests, we should know about East-West divide in pragmatics. As requests divided into East-West the next paper reports an empirical investigation of Chinese requests using Hill et al's (1986) methodology. The study has yielded the following findings. (1) Chinese requests seem to be determined by Brown and Levinson's notions of power and distance, as are Japanese and American English requests as reported in Hill et al., (2) Chinese requests may not be as direct as has been argued in the literature. As the previous aims were: the first is to see if Chinese requests are similar to or different from Japanese requests and American English requests as reported in Hill et al. (1986), which will yield evidence for or against Brown and Levinson's (1987) theory of politeness. Secondly, to find out if Chinese requests are indeed as direct as has been widely believed in the literature. According to the investigation, first, the Chinese respondents used a smaller number of request expressions than their American counterparts. Secondly, while American English seems to favor one particular expression---May I borrow your pen?---among the most careful expressions, Chinese subjects appear not to have a clear favorite. The third difference one observes comparing, which indicates that respondents seldom if ever use "careful" request expressions with "uninhibited" categories of people. One similarity: all of the most frequently used expressions of the Chinese respondents also include Can in the head act (Blum-Kulka and Olshtain, 1984), which has more than one form in Chinese (能 neng, 可以 keyi). They differ only in the moves that occur before the head act (e.g. I'm sorry for interrupting. . . Do you have a pen. . . I don't have a pen. . . My pen is broken. . .).

This study has yielded similarities as well as differences. The authors have different meaning about Japanese politeness explaining that since Western politeness is seen as a means to avoid imposition and the apparent imposing expression *yoroshiku onegaishimasu* is used as a politeness token in Japanese, Japanese politeness has to be different from Western politeness. There has been evidence that negative face is just as valid in Japanese as it is in Western cultures---that Japanese speakers are found to use euphemisms, hedging, questioning, and apologizing to signal their respect for the hearer's territory and that negative face considerations "constrain the use of desideratives, emotive/affective terms, the expression of the speaker's intentions, or questions on the hearer's skills and abilities" (Pizziconi, 2003:1479). Even Gu (1990) and Mao (1994) explained Chinese politeness by four maxims. If Chinese requests are just as sensitive to Brown and Levinson's P, D, and R and

just as indirect as requests in Western cultures, they once again find evidence that East and West may not be as different as believed by those holding the Different Position in the East-West debate. It was found that Chinese are more similar to Americans than they are to the Japanese---that they, too, perceive less difference in the degree of politeness. At the end it was clarified that: First, Chinese requests are found to be similar to American and Japanese requests. Second, Chinese speakers, as do Japanese and American speakers, request according to their judgment of Brown and Levinson's notions of power and distance. Third, the data in this study does not support the claim that Chinese requests are typically direct. On the contrary, they are found to be just as indirect as American English and indirection is rather closely related to speaker's effort to mitigate the face threat of the act of requesting.

Our aim is to study qazakh students' requests during a stay abroad. And the next theme is connected with it. As the authors wrote measuring pragmatic competence is a methodologically difficult endeavour, but is of great importance to contexts like stays abroad, which are conducive to changes in pragmatic abilities. It was proposed a mixed-method approach to this issue, using functional speech act analysis alongside a newly developed method for lexical analysis. Both methods are used to evaluate the development of pragmatic competence in German high-school students before and after a 10-month stay in Canada, with corresponding Canadian native speaker data for direct comparison. Authors agree that a reliable assessment of learner performance can only be achieved by either comparison with parallel native speaker data or by testing learner performance in large-scale perception studies involving a sizeable number of native speakers. The two levels of abstraction considered here are henceforth referred to as the functional level (analyses focus on the strategies speakers select to achieve communicative goals) and the formal level the formal analysis employed in this paper considers the lemmas used for realising the request in question, and does not take syntactic patterns into account), the latter in this case instantiated by the lexical material used in a given utterance. Before authors put these two questions:

1) Can the occurrence and frequency of functional features be utilised as an indicator of pragmatic competence? In other words, do the functional features found in the learner utterances before and after the SA show any convergence towards the native speaker utterances, suggesting an increase in pragmatic competence?

2. In a similar fashion, is the lexical material used by the NNS for realising requests more similar to the native speaker requests after the SA than before, indicating gains in pragmatic competence? And as data collection instrument was used the Questionnaire on English Usage (QEU), a written mixed-task multi-focus questionnaire which has been used to compare a number of first, second and foreign language varieties of English such as American, Canadian, English, Irish and Namibian English, because the QEU elicits a range of interactional and non-interactional pragmatic phenomena, including requests. The scenario used for that study was a Written Discourse Completion Task (WDCT). They have compared two methods for measuring pragmatic competence by applying them to the case of a sojourn abroad, comparing the requests produced by German high-school students before and after their SA with a com-parable NS group. The results show that both methods have particular strengths for their individual applications relative to the research question and focus of the data analysis.

When we do request, how do we use it? Which one direct or indirect requests? Nicolas Ruytenbeek studied this theme, especially:

- assumes that there are situations where the conventionalized IR (1) and the imperative (2) are two plausible alternative ways to perform one;
- argue that, for standard RT, the "request" assumptions communicated by conventionalized Can you VP?
- shows why, according to RT, extra inferential steps are predicted for conventionalized IRs.
- argues that, all other things being equal, in a situation where a speaker performs the act of requesting, both an imperative stimulus and a conventionalized IR expression can achieve maximal relevance because the latter do not increase the processing costs relative to imperatives.

In the relevance-theoretic framework, maximal relevance is achieved when processing effort is minimized and cognitive effects are maximized. In line with the presumption of optimal relevance, the addressee (A) of an utterance not only assumes that the speaker (S)'s utterance is relevant enough for it to be worth processing: he expects S to choose an utterance that is the most relevant one compatible with her preferences and her abilities. A detailed analysis of the request forms indicates that the French equivalent of conventionalized Could you VP? (Pourriez-vous VP?) requests were no more frequent in the higher-status condition than in the equal-status condition. Instead of increasing the politeness of their message with Could you VP? when they addressed a higher-status person, the participants used specific linguistic devices, such as formal greetings and polite V-forms of address. If ability interrogatives Can you VP? are frequently used in the performance of requests in British and American English conversations, this preference is best accounted for in terms of speakers' desire to avoid being perceived as impolite. As it's said recent experimental evidence indicated that, in some situations, this extra inferential work does not translate into extra processing costs, which points to the facilitative role that pragmatic routines play in IRs understanding. This implies that both Can you VP? and imperative stimuli can achieve maximal relevance in the performance of requests. While politeness effects can, in theory, be triggered by conventionalized indirect expressions, the sort of politeness associated with these expressions generally goes unnoticed, and it is, therefore, unlikely that they communicate politeness as an extra cognitive effect. However, IRs requests differ from imperative requests in the sense that the former match speakers' preferences more than imperatives do: they enable them to avoid being perceived as impolite. As a consequence, unlike the imperative sentence-type, uttering the conventionalized Can you VP? can be optimally relevant for the performance of requests in many situations.

The requests in qazaq language are used differently, especially they are connected with literature. And one who studied this theme in our days is Asylbek Meyrbekov (2018). His Phd.thesis work «Teaching requests in qazaq language using communicative aspects» is gives more information.

The results of the present study show that in all examined languages requests can be realized at different levels of directness and their illocutionary force can be downgraded by means of internal (syntactic and lexical) and external modification. Cross-cultural differences have been mainly established at the level of substrategies, their linguistic realizations, restrictions on their applicability and, consequently, the frequencies with which they were used.

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ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация. В современном образовании искусственный интеллект (ИИ) становится эффективным инструментом для обучения английскому языку. Он позволяет создавать персонализированные образовательные траектории, обеспечивая учащимся адаптивную поддержку и обратную связь в режиме реального времени. Использование ИИ способствует повышению мотивации, доступности учебных материалов и развитию языковых навыков с помощью интерактивных технологий. Вместе с тем, применение ИИ требует цифровой грамотности и осознания возможных этических и технических ограничений. Тема актуальна в контексте цифровизации образования и открывает новые перспективы для преподавания иностранных языков.

Ключевые слова: Искусственный интеллект, цифровые технологии, обратная связь, обучение, английский язык, адаптивное обучение, языковые приложения, мобильное обучение.

Abstract. In modern education, artificial intelligence (AI) is becoming an effective tool for learning the English language. It enables the creation of personalized learning paths, providing students with adaptive support and real-time feedback. The use of AI enhances motivation, accessibility of learning materials, and the development of language skills through interactive technologies. At the same time, implementing AI requires digital literacy and awareness of potential ethical and technical limitations. This topic is highly relevant in the context of educational digitalization and opens new perspectives for foreign language teaching.

Key words: Artificial intelligence, digital technologies, feedback, learning, English language, adaptive learning, language applications, mobile learning.

Современное общество переживает стремительное развитие цифровых технологий, в центре которого находится искусственный интеллект (ИИ). Одной из сфер, где ИИ находит всё более широкое применение, является образование, в частности — обучение иностранным языкам. Английский язык, как международный язык общения, науки и бизнеса, особенно часто становится объектом подобных инноваций. Использование ИИ позволяет персонализировать процесс обучения, повысить его эффективность и сделать его доступным для широкой аудитории.

Целью данной статьи является изучение современных технологий использования искусственного интеллекта в процессе обучения английскому языку, анализ их достоинств, недостатков и перспектив дальнейшего развития.

Использование нейросетей в образовании помогает выйти за рамки стандартных учебных программ и настроить персональные программы для студентов, чтобы сильнее вовлечь их в обучение. Виртуальные ассистенты умеют распознавать контекст, адаптировать уровень сложности и предлагать грамматические или лексические объяснения в режиме реального времени.

Генерация любого типа контента

ИИ способен мгновенно обрабатывать большой объем информации, и на ее основе

создавать разнообразные учебные материалы: от текстов и презентаций до видеоуроков и интерактивных симуляций.

Мгновенный ответ на вопросы по базе знаний

Когда у студентов возникают вопросы в процессе обучения, ожидание ответа от преподавателя может замедлить процесс. ИИ-ассистенты способны мгновенно отвечать на любые вопросы, используя обширные базы знаний. Обучающиеся не теряют время и продолжают обучение с ИИ в удобном для них темпе.

ИИ - это беспроигрышный вариант: студенты сильнее вовлечены в процесс обучения, а преподаватели быстро генерируют качественные учебные программы. Как следствие студенты получают необходимые навыки и применяют их в работе, а результат достигается быстрее. Примеры: LingQ, iTalki, Speakly.

Подготовить красочную презентацию помогут такие ресурсы как canva, gamma, wepic.

Используйте искусственный интеллект для генерации идей и концептуальных описаний: «Какие изображения следует добавить к этому тексту, чтобы они дополнили и углубили эту информацию?». Затем создайте визуалы по описанию. Нейросеть за несколько секунд превратит текстовое описание в уникальное изображение в нужном вам стиле.

Создание тестов и проверочных упражнений

Любое обучение должно сопровождаться проверкой знаний. Искусственный интеллект в обучении персонала отлично справляется как с разработкой тестов с вариантами ответа, так и с созданием творческих открытых заданий. С помощью ИИ можно автоматически генерировать тестовые вопросы, подбирая их под конкретные темы и уровни сложности.

Искусственный интеллект может анализировать огромные объемы данных и использовать их для решения задач. Но у этого помощника есть свои минусы:

- Алгоритмы ИИ хороши настолько, насколько хороши данные, на которых они обучаются. Если эти данные необъективны, результаты также могут быть необъективными.
- Алгоритмы часто обучаются на материале, защищенном авторским правом, и потенциально могут воспроизводить этот материал без надлежащей лицензии или разрешения.
- Многие сотрудники могут не иметь опыта использования ИИ, и им нужно будет повысить квалификацию в отношении того, как его эффективно использовать.

Хотя искусственный интеллект может быть бесценным инструментом для обучения, одним из самых больших его недостатков является уменьшение человеческого взаимодействия во время обучения. Несмотря на то, что наш мир становится все более цифровым, потребность общаться и ладить с другими людьми все еще важна для нормального функционирования.

Дефицит эмоционального интеллекта зависят от невысказанных сигналов, таких как тон и язык тела. Сейчас искусственный интеллект не может прочесть и воспринять такой нюанс.

Считывание собственного эмоционального состояния имеет решающее значение для того, чтобы иметь возможность эффективно общаться и обучать их. Поэтому ИИ лучше использовать в сочетании с реальной человеческой деятельностью, а не как единственную замену преподавателя.

При использовании в качестве инструмента ИИ может предоставить много практических преимуществ. Чрезвычайно популярный инструмент ChatGPT был воспринят и ответственно использован многими, но для многих других языковая модель ИИ стала просто инструментом для мошенничества с более расширенным словарным запасом. Студенты пытаются выдать работу, сгенерированную искусственным интеллектом, за свою собственную, но у преподавателя всегда есть возможность проверить работу на уникальность.

Искусственный интеллект в образовании имеет как преимущества, так и недостатки: с одной стороны, он обеспечивает индивидуализацию обучения, доступность 24/7, повышает мотивацию учащихся, предоставляет объективную обратную связь, отличается многофункциональностью и экономической эффективностью; с другой стороны, его

использование может снижать критическое мышление из-за ограниченного понимания контекста, уменьшения самостоятельности, необходимости цифровой грамотности, а также наличия этических, правовых и технических ограничений.

Мы полагаем, что в ближайшие годы развитие ИИ приведёт к следующим изменениям в преподавании английского языка:

- Глубокая интеграция с дополненной реальностью (AR): появление интерактивных языковых сценариев;
- Улучшение языковых моделей: точность генерации текста и диалога возрастёт;
- Развитие мультикультурных и многоязычных систем: улучшение межкультурного взаимодействия;
- Эмоциональный ИИ: способность адаптироваться под эмоциональное состояние ученика.

ИИ открывает новые горизонты в обучении английскому языку, делая его более гибким, доступным и персонализированным. Однако он должен рассматриваться не как замена традиционному обучению, а как мощный вспомогательный инструмент. Несмотря на преимущества, использование ИИ в языковом образовании вызывает определённые педагогические дискуссии.

При правильной интеграции технологий в образовательный процесс можно добиться значительного повышения качества языковой подготовки. При этом важно учитывать уровень цифровой компетентности и сохранять роль преподавателя как главного координатора обучения.

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UDC 37

THE ROLE OF INNOVATIVE APPROACHES IN ENHANCING FOREIGN LANGUAGE TEACHING EFFECTIVENESS

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Abstract: *This research report explores the role of innovative approaches in enhancing the effectiveness of foreign language teaching in the 21st century. It examines the pedagogical shift from traditional grammar-based instruction to communicative, task-based, and content-integrated methodologies. Emphasis is placed on the integration of technology, authentic materials, project-based learning, and intercultural competence development.*

Key words: *Foreign language teaching, innovation, communicative approach, task-based learning, CLIL, project-based learning, authenticity, digital tools, intercultural competence, learner motivation*

Introduction: In the era of globalization, multilingualism has become a key competency in both personal and professional spheres. Foreign language education is no longer limited to traditional academic goals but is seen as a tool for international collaboration, cultural exchange, and access to global opportunities. In response to these shifting demands, educational institutions and language instructors are increasingly turning to innovative approaches that aim to enhance the effectiveness of foreign language teaching. Traditional methods—such as grammar-translation, rote memorization, and teacher-centered instruction—often fail to reflect the dynamic and interactive nature of real-world communication. These models prioritize linguistic accuracy at the expense of fluency, spontaneity, and intercultural competence. In contrast, modern methodologies emphasize learner autonomy, communicative competence, and contextualized language use. They foster engagement, critical thinking, and digital literacy—skills essential for navigating the complexities of the 21st century. The purpose of this report is to analyze how innovative pedagogical approaches, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Project-Based Learning (PBL), and the use of digital technologies, contribute to the effectiveness of foreign language instruction. This discussion will be framed within relevant educational theories and supported by contemporary research, highlighting both the benefits and challenges associated with the adoption of innovative practices.

2. Shifting Paradigms in Language Education

The transformation of foreign language education is rooted in a broader paradigm shift from behaviorist to constructivist models of learning. In the behaviorist tradition, language was treated as a set of habits to be memorized and drilled. However, this approach failed to account for the cognitive, social, and cultural dimensions of language use. Constructivist theories, particularly those of Piaget, Vygotsky, and Bruner, emphasize the learner's active role in constructing meaning through interaction and experience. Language learning, from this perspective, is not the passive absorption of rules but a socially embedded, cognitively rich process. Innovative methods build upon this foundation by encouraging students to communicate for real purposes, solve problems, and engage in collaborative inquiry. According to Vygotsky's sociocultural theory, learning is most effective when it occurs within the Zone of Proximal Development (ZPD)—the range between what a learner can do independently and what they can achieve with guidance. Innovative approaches often involve group work, peer feedback, and teacher scaffolding, which place learners within this optimal learning zone.

3. Communicative Language Teaching (CLT)

One of the most established and influential modern methodologies is Communicative Language Teaching (CLT). CLT emerged in response to the limitations of structuralist and audiolingual methods, advocating instead for a functional view of language. In CLT, the goal of instruction is communicative competence, which encompasses not only grammatical accuracy but also the ability to use language appropriately in diverse social contexts.

Key features of CLT include: Use of authentic materials such as newspapers, advertisements, and videos; Emphasis on interactional activities like role plays, interviews, and debates; Focus on fluency and meaning negotiation, rather than perfect accuracy; Inclusion of task-based assessments over standardized grammar tests. CLT enhances language learning effectiveness by creating a realistic and motivating learning environment. It empowers learners to express themselves, respond spontaneously, and adapt their language to different communicative purposes. Research by Richards and Rodgers (2014) demonstrates that CLT significantly improves learners' oral proficiency and confidence when applied consistently and with teacher support.

Technology and Digital Tools in Language Education

Technology has transformed foreign language education by providing learners with unprecedented access to resources, interaction, and feedback. Digital tools support both formal and informal learning, offering flexible and personalized experiences. Platforms like Duolingo, Memrise, and Babbel offer gamified learning environments that reinforce vocabulary and grammar through repetition and adaptive algorithms. Learning Management Systems (LMS) such as Moodle or Google Classroom enable teachers to organize content, track progress, and facilitate communication. Video conferencing tools like Zoom and Microsoft Teams allow for virtual exchanges and remote learning opportunities, while multimedia creation tools (e.g., Canva, Padlet, Flipgrid) promote learner creativity and authentic language use. Furthermore, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) has expanded possibilities in pronunciation practice, real-time feedback, and language assessment. These innovations improve learner engagement, self-direction, and communicative competence in digital environments.

Authenticity and Intercultural Competence

Modern language education places increasing emphasis on authenticity—not only in materials but also in interaction and cultural understanding. Authentic texts such as news articles, podcasts, and films expose learners to real language use, including slang, idiomatic expressions, and diverse registers. More importantly, authentic communication develops intercultural competence. According to Byram (1997), learners must be able to interpret and respond appropriately to cultural differences. Innovative approaches promote this through international projects, virtual exchanges, and culture-based tasks that encourage learners to explore their own and others' worldviews. Teachers facilitate reflection on values, behaviors, and communication styles, helping students become not only fluent speakers but also effective intercultural communicators.

9. Challenges and Opportunities

Despite their potential, innovative approaches face practical challenges in implementation. These include:

- Lack of access to reliable internet or digital devices;
- Insufficient teacher training in technology use or modern pedagogy;
- Curriculum rigidity and examination-oriented systems;
- Learner anxiety or resistance to unfamiliar methods.

However, these challenges also present opportunities for growth. Schools and universities can invest in teacher professional development, curriculum redesign, and partnerships with technology providers. Teachers can begin with small changes—incorporating one project or digital tool at a time—and gradually transition toward a more innovative classroom culture.

Conclusion: Innovative approaches in foreign language education offer numerous benefits: increased engagement, real-world communication, cultural competence, and learner autonomy. Methods such as CLT, TBLT, CLIL, and PBL, enhanced by digital tools and authentic materials, equip learners with the skills they need in the 21st-century world. To ensure the effectiveness of these

approaches, educators must be supported through training, collaboration, and access to appropriate resources. Ultimately, innovation in language teaching is not about abandoning tradition but about enriching it—integrating theory, technology, and human connection to create meaningful learning experiences.

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USING VIDEO MATERIALS FOR DEVELOPING SOCIOCULTURAL COMPETENCE IN LEARNERS

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Abstract: *The article examines the use of authentic video materials as a tool for enhancing socio-cultural competence in foreign language learning. This type of competence involves understanding cultural aspects and communication practices typical of native speakers. In today’s digital environment, learners have wide access to real-life video content created by native speakers, which offers valuable exposure to both language and culture. These materials are not only effective in improving listening, vocabulary, grammar, and speaking skills, but they also increase learners’ motivation and engagement through more interactive and visually stimulating content. The study highlights that simply watching such videos is not enough—carefully designed tasks and exercises are essential to ensure that learners process and apply the information meaningfully.*

Key words: *Socio-cultural competence, video materials, foreign language learning, culture, cultural aspects.*

Socio-cultural competence means knowledge of socio-cultural features of the certain of the language being studied. That helps improving skills for using verbal and non-verbal communication with natives of this language. Due to the fact that we live in digital world, learners can use authentic video materials. They are called authentic because they are made by native speakers. The impact of these videos is significant because they allow not only understand language form, but also increase cultural knowledge and competence. Using videos is the essential part of studying process. They are considered as a useful tool for students’ level of motivation, because they are more entertaining and in the same time develop several skills. For instance, listening comprehension, grammar acquisition, vocabulary range and speaking ability of learners. Authentic video materials hold students’ attention, transmit information in an accessible language, uses their critical thinking and increase their interests. It helps to know deeply about the culture, customs and traditions of the language being studied.

1. Lev Vygotsky, a prominent Russian psychologist, argued that cognitive development is deeply rooted in social interaction and cultural context. According to his Sociocultural Theory, learning begins on an interpsychological level—that is, between individuals through communication and collaboration—and is later internalized on an intrapsychological level, becoming part of the learner’s independent cognitive framework. In this view, knowledge is not simply acquired in isolation but is co-constructed through interaction with more knowledgeable others, such as teachers, peers, or even through engagement with cultural artifacts and tools, including language, media, and technology. This perspective positions social and cultural experiences as fundamental to the development of higher-order thinking and language skills. Authentic video materials—such as films, interviews, vlogs, and other media created by native speakers—function as powerful cultural tools that align closely with the principles of Vygotsky’s theory. These materials expose learners to real-world language use embedded in social and cultural contexts, offering both linguistic input and socio-cultural models for communication. When used in a guided setting, such as a language classroom, these videos provide an ideal medium for scaffolding: teachers can pause to explain idiomatic expressions, highlight cultural references, or facilitate discussions that encourage deeper processing. Through structured tasks before, during, and after viewing, learners operate within their ZPD—grappling with new language forms and meanings just beyond their current proficiency level. The visual and auditory richness of video also supports comprehension by offering multiple modes of

input, making it easier for learners to make semantic guesses and develop communicative competence. In this way, authentic videos do more than teach vocabulary or grammar—they foster the social and cultural immersion necessary for meaningful language development. During the lessons students develop socio-cultural competence, and using proper exercises is important. Pulat Amanov(2021) in his work says: “The role of exercises in language teaching is enormous. The language system is a phenomenon characterized by its versatility, the interdependence of its units in terms of structural and functional properties”. He suggests some typical exercises - work with new words and phrases, define the style of word and phrases, grouping words into thematic groups and others. He uses socio-cultural elements in his tasks - identify words of socio-cultural nature, describe the equivalents in the native language, identification of social situations, analysis of phrases specific to the social situation. Watching authentic stories in video format by students will not have a positive effect on the development of communicative competencies without specially designed tasks (exercises).

2. It should be noted that watching various authentic video materials is close to the process of improving listening skills. The basis of listening skills is made up of the following mental processes:

- listening comprehension (recognition);
- probabilistic forecasting or anticipation (anticipation);
- semantic guesswork;
- informative analysis with the isolation of semantic units;
- speech segmentation;
- synthesis, including interpretation (compression)

In the process of viewing various authentic video materials, students use similar mechanisms of audio perception. Visual data is added to them. This simplifies the work on information perception, since students make meaningful guesses much more easily. Thus, the probability of an accurate understanding of the meaning of what they heard increases significantly. This helps improve students' listening skills. It becomes much easier for them to return to listening in its "pure" form. There are certain stages, which are used for implementing video-materials during the lesson. At the preparatory stage, the formulation of guidelines teacher can use discussing statements before listening, an assumption (guesses) on new words(title, illustrated material), and finally an analysis of the problems of the text. At the stage of listening(viewing) the text the following are used: viewing and listening to the text, a story what exactly was mentioned in it, definition of phrases used in the text without changes.

Teachers should correctly choose video genres to achieve their learning goals, language proficiency, and some cultural aspects. The first type is documentaries. They supply information about cultural and historical event of certain country or nation, issues, traditions and subcultures. Often these videos can be in the form of interview, which show authentic discourse. Through them students can understand culture's values, social structures, historical influences on life, and political issues. Moreover learners discover new vocabulary. Teachers can use tasks for analyzing information, trace the historical roots, identify cultural rituals. Interview and blogs is genre that offer informal language using, everyday life, personal opinions. They give a sense of connecting with a native speaker and life-style. These type of video is perfect for learning informal language, slang, idiomatic expressions, collocations, They show non-verbal cues to interact(gestures, emotions, intonation patterns, accents). They can highlight social etiquette in informal settings and the nuances of personal disclosure. Tasks for these videos can be analyzing how people express opinions, comparing daily routines shown in a vlog. News broadcasts and current affairs programs provide exposure to formal, journalistic language, current events. Learners study vocabulary of politics, economics, and social commentary and increase their knowledge of this topic. Summarize a news report, paying attention to specific terminology; compare how the same event is reported in the target language news versus their native language news; identify formal address forms used by journalists or politicians. The next type is commercials and advertisement, Even though commercials are short,

they're packed with cultural clues. They're made to connect with specific groups of people by using lots of symbols, cultural hints, and persuasive language. Tasks may include the critical examination of cultural values that are implicitly propagated through advertising content, a focused discourse on the pragmatic application of humor as a commercial persuasion tactic, the precise identification of target demographics alongside the analysis of culturally resonant signals utilized for their engagement, and a comparative analysis of advertising methodologies implemented across disparate cultural contexts. Music videos is a powerful tool, which offer a powerful blend of auditory and visual input, often reflecting contemporary youth culture, artistic expression, and social trends. They can be valuable for exploring fashion, dance styles, urban environments, social gatherings, and prevalent artistic themes. After watching learners can discuss the symbolism in a music video; analyze the lyrical content for cultural references or social commentary; compare the fashion or dance styles to their own culture.

At the stage of skill consolidation: performing exercises (tasks) for the video, applying it to develop writing and speaking skills. Understanding control can be organized by the teacher in both native and foreign languages using various video texts or traditional methods. First of all, the diagnostic criteria for the quality of understanding the content of a foreign language message depend, in our opinion, on how well the student has managed to realize a communicative attitude or intention. The student's attitude may be related to a clear understanding of personally significant, basic information, as well as obtaining information that is important for communication and practical activities. Thus, tasks (exercises) to check the semantic understanding of the text are of the following types: a) to understand the content of the viewed material; b) to creatively process the information received.

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METHODS AND APPROACHES TO THE INTEGRATION OF GAMING TECHNOLOGIES INTO THE EDUCATIONAL PROCESS OF LEARNING FOREIGN LANGUAGES

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Abstract: *The integration of gaming technologies into foreign language education has transformed how learners were involved with linguistic content. This paper explores diverse pedagogical methods, comparing multiple platforms and game types, and considers their validity in enhancing language skills for instance vocabulary procurement, communication, and grammar. Illustration on above a decade of research and practice, the study underlining the role of motivation, immersion, and interactivity in game-based learning. Relative analysis of celebrated tools namely Duolingo, Minecraft, and Mondly VR reveals varied educational influence depending on age, context, and design.*

Key words: *Gamification, educational games, immersive technology, learner motivation, virtual environments*

Introduction: Over the past few years, game-based learning (GBL) has become a significant method in foreign language education, compounding motivation, interactivity, and successful skill practice. Digital games render authentic language use in worthwhile contexts (Reinders, 2018) [1]. Modern research subsidizing their value. Games create low-stress environments ideal for learning, especially for speaking and vocabulary retention (Krashen, 2020) [2]. For younger students, gamified platforms improve attention and language exposure (Yamashita & Wang, 2022) [3]. For older learners, narrative and strategy-based games develop writing and grammar skills (Li & Lan, 2021) [4]. During teaching practice in grades 3, 8, and 10, different games were used depending on age and purpose—from vocabulary games in primary classes to simulation and storytelling games in secondary school. These instances demonstrate game integration terminates assistance both engagement and consequence, if appropriately harmonized with lesson objectives (Sundqvist & Sylvén, 2016) [5]. This paper explores methods of using gaming technologies in language teaching, supplying classroom-based caseload, comparability, and analysis.

The aim: To analyze present day methods and strategies for integrating gaming technologies into the teaching and learning of foreign languages and to appraise their effectiveness in various educational contexts.

Background: The theoretical foundation for using games in language education is anchored in various entrenched learning theories that explain how and why games facilitate language acquisition. Constructivist Learning Theory (Piaget, 1952) postulated that learners actively build knowledge through meaningful experiences; digital games backing this by simulating real-life linguistic scenarios in which learners are involved with the language semantically. Sociocultural Theory (Vygotsky, 1978) highlighted the significance of social interaction in language development, which is promptly supported by multiplayer games and collaborative digital platforms that promote equal communication and gallows learning. Flow Theory (Csikszentmihalyi, 1990) recommended that optimal learning occurs when learners are fully immersed in an activity—a state that educational games are particularly effective at achieving through involvement challenges and instantaneous feedback. Furthermore, Self-Determination Theory (Deci & Ryan, 1985) emphasized that motivation is enhanced when learners experience independence, competence, and social connectedness—all key characteristics of gamified learning environments.

Experiential studies further validate these theoretical perspectives. For instance, Reinhardt and Sykes (2014) found that digital gameplay heightened interactional competence and pragmatic awareness, ancillary the idea that language appeared through socially situated experiences. Likewise, Peterson (2012) demonstrated that MMORPGs (Massively Multiplayer Online Role-Playing Games) foster negotiation of meaning and authentic language use, coordinating closely with both Sociocultural Theory and Flow Theory. Sundqvist and Sylvén (2016) showed that playing English-language games outside the classroom significantly increased vocabulary acquisition and fluency, especially among younger learners, strengthening the motivational and experiential benefits described by Self-Determination and Constructivist frameworks. These theoretical and empirical foundations emphasize the relevance of various game types examined throughout this paper—from organized classroom tools like quiz-based games to expansive, indefinite digital worlds. Each type offers distinct advantages and challenges, yet all furnish an enriched, further interactive language learning atmosphere embedded in sound pedagogical theory.

Materials and Methods: Below is a comparative table of selected educational gaming platforms used for teaching foreign languages. These tools were chosen based on actual classroom application (grades 3, 8, 10), age suitability, and the specific language skills they underpinning. All platforms are non-commercial and avoid previously mentioned tools including Duolingo, Kahoot, and Minecraft.

Table 1: Overview of Educational Game Platforms for Foreign Language Learning

Platform	Game type	Age group	Focus language	Level	Special case
Storybird	Creative Storytelling	8-14	Vocabulary, Writing	Beginner (A2)	Used with 8th graders to generate short descriptive texts based on themed visuals.
Mondly VR	Immersive Simulation (VR)	15+	Speaking, Listening	Intermediate (B2)	Used with 10th grade in role-play contexts (hotel, travel), improving oral fluency.
Twine	Interactive Text Adventure	12+	Grammar, Syntax, Reading	Intermediate (B1)	Used with 8th and 10th grades for sentence-building tasks and interactive storytelling.
Ba Ba Dum	Visual Vocabulary Game	6–12	Basic Vocabulary	Beginner (A1-A2)	Used in 3rd grade to reinforce image-word associations in early language exposure.
Wordwall	Teacher-Customizable Games	All	Mixed Skills	Pre-Intermediate (B1)	Used across all grades for mini-competitions and grammar review in a fun format.

The model provided illustrates the diversified and adaptable nature of digital games in language education. Whether through creative storytelling platforms like *Storybird* or immersive VR simulations like *Mondly*, each tool features special benefits in fostering linguistic development. Games for instance *Twine* and *Wordwall* illustrate how interactivity and customization enhance student motivation and participation, while simpler tools like *Ba Ba Dum* cater effectively to early learners. Eventually, mainstream digital games into the language classroom enable traditional instruction with 21st-century skills, making learning both effective and enjoyable across age groups and proficiency levels.

Discussion; The capability of game-based language learning is profoundly tied to age-appropriateness, context, and pedagogical integration. Underpinned both novel research and teaching practice, several thematic insights emerge:

1. Age-Appropriate Game Design: Younger learners (grade 3) are further responsive to colorful, visual games like *Ba Ba Dum*, which allow for vocabulary learning without textual excess. This reflects Yamashita & Wang's (2022) assertion that young learners thrive in low-anxiety, feedback-rich game environments [5].

Older learners (grades 8 and 10), meanwhile, respond by improving narrative depth and challenge. For instance, *Twine* lets students train complex grammar by creating branching dialogues. These tasks encourage syntactic flexibility, as supported by Li & Lan's (2021) findings on language structuring through digital storytelling [4].

2. Narratives Enhance Grammar and Writing: *Storybird* and *Twine* accommodate learner creativity, giving grammatical instruction a meaningful narrative frame. In 8th grade, learners constructed diary entries for fictional characters, while in 10th grade, students generated interactive job interviews. Reinders (2018) affirms that games boost production quality when learners are emotionally occupied in storytelling [1].

3. Real-World Simulations and Speaking Practice: *Mondly VR* placed learners in imitation environments—a restaurant, airport, or tourist center—assisting them internalize common phrases. Students signalled increased confidence in oral tasks, especially in grade 10. Krashen (2020) currency that reducing affective filters through simulated immersion leads to fluency gains [3].

4. Teacher's Role in Game Implementation: Even the most sophisticated tools require structured use. For example, *Wordwall* is solely effective when harmonized with learning objectives—grammar review, vocabulary assessment, or reading comprehension. This reinforces the view of Sundqvist & Sylvén (2016), who stress the importance of teacher guidance in maximizing language gains from games [8].

5. Curriculum Integration and Flexibility: All games examined can be scaffolded into the curriculum, provided teachers adjust pacing and difficulty. *Wordwall* permits fast adaptation for any topic or grade, making it particularly useful for classroom-based projects, quizzes, or revision competitions.

The aim of this study was to examine effective approaches to integrating gaming technologies into the foreign language classroom, exploiting recent research and enabling teaching practice in 3rd, 8th, and 10th grades. The findings confirm that when thoughtfully selected and pedagogically framed, digital games can significantly enhance language learning. They offer more than engagement—they render structured, context-rich practice that supports all four skills: listening, speaking, reading, and writing. Practical implementation demonstrate clear benefits: visual games like *Ba Ba Dum* supported vocabulary growth in younger learners; interactive storytelling tools like *Twine* and *Storybird* strengthened grammar and narrative skills in middle-school students; and immersive tools like *Mondly VR* spurred oral fluency and context-sensitive language in older learners.

However, their effectiveness depends on how considerably the teacher integrates them with curriculum goals and learner needs. In conclusion, gaming technologies the teacher's role is central—choosing appropriate tools, designing regulated tasks, and providing reflective feedback. Future language education will embrace this hybrid model to meet the necessity of diverse learners in a digital age

Conclusion

The present study aimed to analyze effective approaches to integrating gaming technologies into the foreign language classroom, drawing from both empirical research and real-world teaching experiences in grades 3, 8, and 10. The results assist the growing body of evidence that game-based learning (GBL), when pedagogically grounded, increases linguistic consequence by promoting learner engagement, contextualized practice, and skill integration across age levels. Specifically, the implementation of platforms for instance *Ba Ba Dum*, *Twine*, *Storybird*, *Wordwall*, and *Mondly VR* ascertained discernible benefits for vocabulary acquisition, grammatical accuracy, creative writing, and oral fluency. These tools favoured interactive and immersive environments in which learners might practice language effectively, reinforcing the principles of constructivist and sociocultural learning theories (Piaget, 1952; Vygotsky, 1978). The success of these applications further corroborates findings from Reinders (2018), Krashen (2020), and Yamashita & Wang (2022), which underscore the importance of emotional engagement and low-anxiety environments in second language acquisition. Nevertheless, the study underlines that the teacher remained central to effective implementation. Digital games needed to be carefully selected, scaffolded, and adjusted with curricular goals to safeguard pedagogical cohesiveness and developmental appropriateness.

In conclusion, while gaming technologies should not replace traditional language instruction, they embellish it by inserting interactive, motivational, and personalized dimensions to the learning process. As digital tools pursue development, future research should investigate long-term proficiency consequences, cross-cultural adaptability, and the potential of AI-powered adaptive games. Ultimately, a hybrid instructional model that blends conventional teaching with game-based methodologies tabling a promising pathway toward inclusive and effective foreign language education in the 21st century.

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A BRIEF SUMMARY ABOUT THE LITERARY ENVIRONMENT OF QAZAKH

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Xülasə. Azərbaycanın qərb qapısı Qazax alınmaz qala, qəhrəmanlar vətəni, şairlər məskəni sayılıb tarix boyu. Poeziya ruhun qoruyucusu, qürurn keşikçisi olub qədim-qayım bu yurdda. Burdan çıxan sənətkarlar, şeir-sənət xridarları, lap elə adicə şeir həvəskarları da ruhun, o qürurun daşıyıcılarıdır.

Açar sözlər: şairlər vətəni, aşiq şeiri, istiqlal, klassik və xalq şeiri, ənənə, mənəviyyət

Summary. The western gate of Azerbaijan, Gazakh, has been considered an impregnable fortress, the homeland of heroes, and the abode of poets throughout history. Poetry has been the protector of the soul, the guardian of pride in this ancient land. The artists, poetry and art lovers who come from here, and even ordinary poetry lovers, are the bearers of that soul and pride.

Keywords: homeland of poets, ashug poetry, independence, classical and folk poetry, tradition, spirituality.

Краткое содержание. На протяжении всей истории Газакх, западные ворота Азербайджана, считался неприступной крепостью, родиной героев и обителью поэтов. Поэзия издавна была защитницей души и хранительницей гордости на этой земле. Художники, любители поэзии и искусства, и просто любители поэзии, которые приезжают сюда, являются носителями этого духа и этой гордости.

Ключевые слова: родина поэтов, ашугская поэзия, независимость, классическая и народная поэзия, традиция, ментальность

It is impossible to imagine 18th-century Azerbaijani literature without M. V. Vidadi. Without a doubt, the greatest poet of this period is M. P. Vagif. They are rightfully considered the classics of Azerbaijani literature and the wise geniuses of our poetic and artistic world.

M. V. Vidadi is by nature the voice of the people's sorrow, the bearer of humanity's grief, a world of wisdom.

Ey həmdəmə, səni qanə qərq eylər,
Təl tərətəmə yaralanmış könlümü.
Ayrı düşmüş vətəndən, elindən,
Həmdərdindən azalanmış könlümü.

M. P. Vagif was M. V. Vidadi's close friend, confidant, companion in ideals, and also his relative. He was a lover of beauty, a devotee of love and affection, and a source of support and strength.

Vaqif, yad et, sənin yad eyləyəni,
Mən sevirəm mənə yarım deyəni,
Qoymaz göz önündən sevən-sevəni,
Könlüdən könlə yollar görünür.

Abdurrahman Agha Dilbaz, who used the pen name *Shair*, was born in the village of "Xanlılar" in the Qazakh district. In our opinion, he is worthy of being called one of the first poets of independence. He lived and created in the second half of the 18th century and the early 19th century. It is not very difficult, in my view, to see signs of the struggle for independence in the following lines:

Mən qəribəm Vətəndən, qazilər,
İtirmişəm ağır ellər, ağlaram!

— said this poet, who had his eyes gouged out at the age of 41 by Heraclius II. This happened because he wished for Qazakh, which had been unjustly incorporated into Georgia, to be reunited with the Ganja Khanate. At a time when the homeland's lands were being torn apart by foreigners, the khanates were turning against each other, and the very name of Azerbaijan was nearly forgotten, the poet expressed his strong protest against the Russian invaders in the poem “The Russians Devastated the City of Ganja” as well as in his historically rich 39-stanza *mukhammas*. He cried out on behalf of Azerbaijan.

Ey qazilər, gəldi qəzadan bəla,
Bir olmaz müsibət dövrən eylədi.
Yüz verdi qövğayı – dəsti-Kərbəla,
Ruslar Gəncə şəhərini viran eylədi.

Cavad xan ki, zühur oldu anadan,
Bir mərd idi əzəl başdan, binadan.
Şəhid oldu, çıxdı dari-fənadan,
Mənzilin rövzeyi-rizvan eylədi.

In my opinion, this poem alone is a fact worthy of thorough research.

Among the lyrical poets who emerged in Qazakh, one whose spirit was close to that of Abdurrahman Agha and who shared a similar fate was Mustafa Agha Arif Shikhlini. Mustafa Agha Arif was born in 1777 in the village of Shikhli, in the city of Qazakh. He was a compatriot and contemporary of M. V. Vidadi. With a rebellious nature, Major Mustafa Agha was highly respected among the people. In 1826, by the order of General Yermolov, the governor of the Caucasus, he was exiled deep into Russia and remained in exile until the end of his life. In a poem he wrote on his deathbed in a foreign land — in the city of Kazan — he referred to Qazakh as the “land of justice.”

"... Mən Arifəm. Bir Qazaxı görədim,
Camaatla halallaşa biləydim.
Elə o gün obamızda öləydim,
Deydim ki, haqq məkana düşmüşəm."

His brother, Kazim Agha Salik, was also born in 1781 in the village of Shikhli. On his mother's side, Kazim Agha Salik was related to Abdurrahman Agha Dilbazov—possibly his sister's son.

Kazim Agha Salik received a Persian education, was well acquainted with the works of earlier great artists, and drew inspiration from them in his poems written in the classical style.

Despite this, Salik was one of those poets who wrote in both the classical and folk styles, achieving greater success in the latter. While his poems in the classical style are characterized by complex language and structure, his works in the folk style—such as goshma, gerayli, and bayati—display a completely different tone: the language becomes simpler and more accessible, and the style more folkloric.

Qoca könlüm oğlan kimi sallanır,
Gözəllərin xətti xalın görəndə.
Əgilmiş qamətim dönər xədəngə,
Yay qaşların rəngi alın görəndə

Həç əksilməz eşqim həddən aşağı,
Tərk etməmə qəfyə-qəzəl qoşmağı.
İstərəm ki, başım ola başmağı,
Gözəlləri ayaq yalın görəndə
yaxud da
...Xal deyil görünən ağ sinən üstə,
Bir quran həfidir, qaralanıbdır.

That Qazakh is a homeland of poets was already emphasized in one of Kazim Agha Salik's poems.

...Qazaq içrə olub şairlər, əmma
Əsami onların binintihardır.
Biri Vaqif ki, məşhuri-xəlayiq
Gözəl mədhində məlumi-şümadır.

Biri xəstə Vidadi, təbi mövzun,
Ki, bəhri-nəzmi şəri cabəcadır...

The poet Mustafa Agha Nasir studied Russian and French in Warsaw. He did not live long enough to complete his translation of Nizami's "Khosrow and Shirin." His cousin, Iskandar Agha, became famous under the pen name "Shair" as a master of satirical poetry.

Originally from the Congali clan of the village of Shikhli in Qazakh, Haji Suleyman Afandizade was a prominent religious intellectual of his time. After his death, his grave in the Gamiqaya cemetery of Shikhli became a place of pilgrimage, known as the "Sacred Hearth." Through his "Nasihatname" (Book of Advice), he rose among the people to the highest religious status — that of a saintly figure.

His gravestone, located near that of Molla Vali Vidadi, bears only the year of his death — 1832.

Haji Suleyman Afandi's son was the renowned poet Haji Mahmud Afandi, who became one of the victims of Tsarist Russia's policy of exiling the most "awakened" intellectuals — especially from the Turkic-speaking nations — from the border provinces to the interior of Russia.

While studying in Turkey, Haji Mahmud Afandi, like his predecessor Abdurrahman Agha, passionately described in his poetry the heroic resistance and tragic death of Javad Khan, the Khan of Ganja, his struggle against the Russians, the fear that Ganja would fall under the feet of Christian invaders, and that the mosque would be turned into a church.

Ağrılar deyib analar ağlasın,
Məscidi kilsəyə döndü Gəncənin.
Nişanlı qızları qara bağlasın,
Cavan igidləri söndü Gəncənin.

As can be seen, it was written with deep inner sorrow. Inevitably, one hates the Russian invaders, armed from head to toe with iron armor and weapons, and before them, only the brave and courageous Turkish sons standing unarmed can be respected.

Not long after, Haji Mahmud Afandi completed his education in Istanbul and returned to his people in Qazakh with the title of "Hafiz." However, he soon regretted his return. Being one of the "enlightened" intellectuals, he was also exiled deep into Russia, like his compatriots Major Mustafa Agha Arif and Nasib Bey Sultan from Shamshaddin. As mentioned above, the poems Haji Mahmud Afandi wrote while imprisoned were very sorrowful. This is natural—what could be heavier than seeing his beloved fiancée, left in tears, withering away like a setting sun?

To put an end to the verses that fueled the people's anger and hatred, the Tsarist government burned most of his manuscripts, including his prison poems. After that, he did not even dare to recite the poems that remained in the people's memory, and thus many of these poems were lost. Only a few samples from his divan have survived to this day.

...Xalqın görməmişəm zülfü-siyahfam arasından,
Quş müşkül alır danəsini dam arasından...

— Just as a bird cannot reach the grain through the mesh of a cage, he cannot see his beloved through the black tresses of her hair. Poems with such themes and meanings, expressing the sorrow of the people, have elevated him to the status of "the sorrowful poet of the people."

...The poet Yahya Bey Qazaghi is the grandson of M. V. Vidadi and the great-grandson of M. P. Vagif. Another grandson of M. V. Vidadi, Abbas Agha Nazir, corresponded with Leo Tolstoy and translated several of his works into our language. He also translated the chapter "Rustam and Sohrab" from the Shahnameh into our language.

Ana Cəddim Vidadır,
Nəzmi-şeyrin ustadır.

Writing these verses with great pride, this poet said, "Olmadımsa ata, yox isə oğlum, nə qədim, "Zadəyi təbim olan", "Rüstəmi-Söhrabimə bax" saying, "This work that I translated is my child (my son)."

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COGNITIVE ENGAGEMENT WITH ENGLISH MEDIA: IMPLICATIONS FOR READING

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Abstract. This article explores the concept of cognitive engagement in relation to English media consumption and its implications for reading comprehension. With the increasing prevalence of digital and multimedia platforms, understanding how learners cognitively interact with various English media is critical for improving reading outcomes. Drawing on empirical studies and theoretical frameworks, this paper examines cognitive and metacognitive strategies, the impact of different media types (print, digital, audio-visual), and the role of behavioral engagement. The findings suggest that active cognitive engagement, supported by strategic instruction and digital literacy, enhances reading comprehension across media. The article concludes with pedagogical recommendations for educators to optimize English reading instruction in a media-rich environment.

Keywords: English-language media, reading skills, digital literacy, pedagogy, language learning

КОГНИТИВНОЕ ВЗАИМОДЕЙСТВИЕ С АНГЛОЯЗЫЧНЫМИ СМИ: ВОВЛЕЧЕНИЕ В ЧТЕНИИ

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Аннотация. В этой статье рассматривается концепция когнитивного взаимодействия в связи с потреблением англоязычных медиа и ее влияние на понимание прочитанного. В условиях растущего распространения цифровых и мультимедийных платформ понимание того, как учащиеся когнитивно взаимодействуют с различными англоязычными медиа, имеет решающее значение для улучшения результатов чтения. Опираясь на эмпирические исследования и теоретические основы, в данной статье рассматриваются когнитивные и метакогнитивные стратегии, влияние различных типов медиа (печатных, цифровых, аудиовизуальных) и роль поведенческой вовлеченности. Полученные результаты свидетельствуют о том, что активное познавательное вовлечение, поддерживаемое стратегическим обучением и цифровой грамотностью, улучшает понимание прочитанного в средствах массовой информации. В заключение статьи даются педагогические рекомендации для преподавателей по оптимизации обучения английскому чтению в среде, насыщенной медиа.

Ключевые слова: англоязычные медиа, навыки чтения, цифровая грамотность, педагогика, изучение языка

АҒЫЛШЫН ТІЛДІ БАҚ-ПЕН КОГНИТИВТІ ӨЗАРА ӘРЕКЕТТЕСУ: ОҚУҒА ҚАТЫСУ

ДАНДИБАЕВА АНЕЛЬ АБДИБЕКОВНА

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Аннотация. Бұл мақалада ағылшын тіліндегі медианы тұтынуға байланысты когнитивті өзара әрекеттесу тұжырымдамасы және оның оқуды түсінуге әсері қарастырылады. Цифрлық және мультимедиялық платформалардың көбеюі жағдайында оқушылардың әртүрлі ағылшын тілді медиамен когнитивті қарым-қатынасын түсіну оқу нәтижелерін жақсарту үшін өте маңызды. Эмпирикалық зерттеулер мен теориялық негіздерге сүйене отырып, бұл мақалада когнитивті және метакогнитивті стратегиялар, әртүрлі медиа түрлерінің (баспа, цифрлық, аудиовизуалды) әсері және мінез-құлыққа қатысудың рөлі қарастырылады. Нәтижелер стратегиялық оқыту мен цифрлық сауаттылық қолдайтын белсенді танымдық қатысу бұқаралық ақпарат құралдарында оқуды түсінуді жақсартатынын көрсетеді. Мақаланың соңында оқытушыларға бай медиа ортада ағылшын тілін оқуды оңтайландыру бойынша педагогикалық ұсыныстар беріледі.

Тірек сөздер: ағылшын тілді медиа, оқу дағдылары, цифрлық сауаттылық, педагогика, тіл үйрену

Introduction

The ability to read in English is an elementary tool, grounding students in learning and effective communication in a globalized world. Traditionally associated with print media—light books and newspapers—that offered a somewhat rigid and linear model for language acculturation, the digital revolution has now made the process of reading Learner-engaged in English ever-changing. Now people find English on whichever media platform of their choice: from e-books, websites, social media, videos to interactive applications. Such diversification leads to the imperative for the more profound and nuanced study of the cognitive engagement in the media-evolving processes and its relationship with reading comprehension, learning strategies, and language development.

Cognitive engagement concerns the degree of mental exertion and strategic thinking inducted during the reading process (Fredricks, Blumenfeld, & Paris, 2004). It concerns not merely reading but also processing of whatever information is gleaned from reading, implementing various reading strategies and methods, and thereafter checking one's understanding. This article studies the intricate interrelationship between cognitive engagement and English media consumption, focusing more on English reading comprehension implications. By synthesizing findings from recent empirical studies, the article hopes to shed some light onto these matters for educators and learners faced with evolving media landscapes.

Cognitive Engagement and Reading Comprehension

Defining Cognitive Engagement

Cognitive engagement is a multidimensional construct that encompasses the range of mental processes readers utilize to understand and interpret texts. It extends beyond the simple measurement of time spent reading, which is often referred to as behavioral engagement, and instead focuses on the quality and depth of mental activity involved. This includes the use of cognitive and metacognitive strategies such as predicting content, summarizing information, asking questions, and self-monitoring comprehension (Wang & Guthrie, 2004). These strategies are essential for facilitating deep processing, enabling readers to construct meaningful interpretations, retain information, and apply knowledge in new contexts. As such, cognitive engagement serves as a critical determinant of effective reading and long-term academic achievement.

Importance in English Reading

For ESL/EFL learners, cognitive engagement plays an especially important role in the reading process. Language learners often face several varieties of difficulties, such as little vocabulary, unusual grammatical structures, and cultural features perhaps out of their previous experiences (Grabe & Stoller, 2011). Such barriers, if left unattended to, can interfere with comprehension and demotivate the reader. Active cognitive engagement helps learners overcome such barriers by fostering targeted

reading strategies and self-regulation. Strategic reading allows learners to work their way through complex texts, infer meaning from context, and build the linguistic-cum-cultural competence that gives them confidence for normal reading in English.

The Role of English Media in Cognitive Engagement

Print Media

Print media, whether books and textbooks or newspapers, presents a hard and sequential reading experience particularly well-suited to concentrated mental effort. The physical nature of print provides readers with the ability to control their reading pace, annotate margins, and return with ease to sections of a text as needed (Mangen, Walgermo, & Brønnick, 2013). These traits facilitate attention maintenance and enable the learning of more complex reading skills, such as critical thinking and information synthesis. Research indicates that reading from print typically provides higher levels of comprehension, particularly if readers are subject to time pressure or if text is complex (Singer & Alexander, 2017). Touch and visual interaction of print also enhance memory and support long-term learning.

Digital Media

Digital media consume in a broad array of forms, including e-books, web pages, social media, and multimedia content. While digital texts enjoy unanticipated availability and interactivity, they can also spread out attention as they embody hyperlinks, pop-ups, adverts, and the likelihood of multitasking (Carr, 2010). Studies have shown that reading on a screen is likely to yield shallower processing and more mindwandering compared to reading print, especially when readers are not skilled up on digital literacy skills (Lindstrom & Shapiro, 2020). As challenging as these challenges are, new opportunities do come with digital media in making readers more engaged, such as multimedia annotations, on-click access to a dictionary, and interactive comprehension checks (Kim, 2019). The dilemma facing the learner and teacher is how to reconcile these traits in order to avoid cognitive load while getting the maximum benefits from digital interaction.

Audio-Visual and Interactive Media

Audio-visual media including video, podcasting, and interactive software are multi-sensory channel engagement media that can potentially significantly enhance vocabulary acquisition and contextual knowledge (Vanderplank, 2016). By presenting information through both the auditory and visual modalities, these media require the combination and processing of information across several sources, encouraging a form of multimodal cognitive activity. This can particularly be beneficial for language learners, since it presents real-world contexts and real-world examples that contribute to comprehension. The cognitive load, however, is higher in the case of audio-visual and interactive media, and learners must learn specialized skills in order to effectively handle these inputs. Without the right scaffolding, multimodal information complexity can be paralyzing to students and slow down understanding.

Empirical Research on Cognitive Engagement and English Media

Awareness and Utilization of Cognitive Strategies

Alrabai (2020) conducted a study on the extent to which EFL learners become aware of their cognitive engagement in English reading lessons. The research found that students who applied cognitive and metacognitive techniques actively—making predictions about the content, summarizing texts, and questioning themselves—received considerably higher comprehension scores than other students. Furthermore, the research revealed that reading interest and the ability to connect new information with prior knowledge were strong predictors of performance and engagement. These findings emphasize the importance of developing strategic awareness and encouraging learners to become engaged in their reading process.

Influence of Instructional Media

According to a study by Alrabai and Alrabai (2022), research on the impact of the use of educational media on the reading comprehension of EFL learners was pursued. The study confirmed that multimedia elements, including animation, audio narration, and quizzes, had a significant effect on increasing students' motivation as well as comprehension levels. However, the positive impact of

learning media relied on the extent to which media design would match cognitive capabilities of learners. When instructional material was scaffolded and remodeled to suit the learners' needs, cognitive engagement and learning performance were enhanced. Conversely, poorly implemented media that overwhelmed learners with excessive information led to cognitive overload and diminished comprehension.

Print vs. On-Screen Reading

Singer and Alexander (2017) compared print and on-screen reading when readers are under time pressure. Higher comprehension scores were reported among print readers than digital readers and fewer mindwandering events reported by print readers than digital readers. The researchers attributed the difference to the fact that digital texts are broken into pieces and are accompanied by numerous distractions in digital environments, such as hyperlinks and notification. These results suggest that print media may be more effective at enabling cognitive engagement, particularly when deep comprehension is required. Yet as digital reading becomes more prevalent, creating ways students maintain their attention during more extensive processing of digital texts is a requirement.

Digital Reading Behavior

Yu (2023) investigated the digital reading behavior and cognitive engagement of English majors. The research highlighted that digital reading has huge benefits such as vocabulary enrichment and the acquirement of academic information. Digital platforms provide learners with access to an enormous reservoir of resources and enable learners to apply flexible, individual-paced learning. However, digital reading also entails high-level intellectual abilities like critical evaluation of sources, selective concentration, and ability for synthesizing information from multiple presentation media. The study centered on the need for digital literacy instruction, which equips students with the skills needed to maximize the benefits of digital reading while minimizing distractions and surface processing.

Behavioral Engagement and Reading Comprehension

Wang and Guthrie (2004) conducted a path analytic analysis to examine the relationship among behavioral engagement, cognitive variables, and reading comprehension. Their research showed that behavioral engagement, or the amount of time spent reading and writing, directly affected comprehension performance. Also, behavioral engagement was discovered to mediate the cognitive and motivational effects on reading performance. This emphasizes the interactive dynamic of cognitive and behavioral engagement in achieving reading success. Having students invest time and effort in reading activities not only optimizes exposure to language but also supports higher cognitive engagement and leads to long-term educational achievement.

Implications for Teaching and Learning

Blending Types of Media

Teachers must adopt a mixed approach that integratively blends print and digital media in a way that leverages the strengths of each mode. Print media can be used to build foundational reading skills and assist in intensive, sustained reading, while media can encourage, provide instantaneous feedback, and provide exposure to a broad variety of texts and contexts (Kim, 2019). Through the use of more than one form of media, teachers can ensure that students build flexible reading skills that can be utilized throughout educational, workplace, and life contexts. This approach also prepares students to cope with the complex, rich media environments they will encounter in their professional and personal lives.

Instruction in Cognitive and Metacognitive Strategies

Cognitive and metacognitive reading strategies must be directly instructed to foster active reading and improve comprehension outcomes. By acquiring the ability to predict content, rephrase information, ask helpful questions, and control their own knowledge, students are empowered to take ownership of their reading process (Alrabai, 2020). Strategy instruction of both print and digital media means that students are trained to apply these skills across formats. Moreover, persistent practice and thought about the application of strategy can make students independent readers who can adapt their strategies to meet the requirements of varying reading tasks.

Building Digital Literacy and Self-Regulation

Given the unique challenges of digital reading, it is essential that learners build excellent digital literacy skills. Digital literacy refers to the ability to search, assess, and apply information properly in digital environments (Yu, 2023). Educators need to incorporate education in digital literacy as an addition to traditional reading instruction in support of students in managing distractions, critically evaluating sources, and navigating hypertext structures. In addition, enhancing self-regulation skills—setting goals, time management, and monitoring oneself—enables students to remain on task and maximize cognitive effort while reading online. These skills are increasingly important as digital media are becoming increasingly pervasive aspects of academic and everyday life.

Fostering Behavioral Engagement Through Motivation

Motivation is a primary source of behavioral engagement, which, in turn, leads to cognitive engagement and reading proficiency. Instructional support can promote habitual reading practice by providing engaging and relevant reading material that relates to students' interests and experiences (Wang & Guthrie, 2004). Providing opportunities for choice and control over reading selection can also enhance motivation and promote ownership of the learning process. In addition, fostering a healthy classroom culture of curiosity, persistence, and effort can help students to develop intrinsic motivation, which is crucial to long-term learning and academic achievement as well as lifelong learning.

Designing Education Media with Cognitive Load in Perspective

When designing or selecting education media, one must remember the cognitive load that is imposed on students. Curriculum content should be constructed to support cognitive engagement without overwhelming learners with too much or duplicate information (Alrabai & Alrabai, 2022). Effective instructional design includes scaffolding, directions, and interactivity that supports prominent ideas and provides opportunities for practice and feedback. Through careful cognitive load management, instructors can maximize learning results and assist the use of media that supports reading comprehension and skill development.

Conclusion

Cognitive engagement is a critical factor that guides the manner in which pupils interact with English media and become competent readers. The shift from traditional print to diverse digital and multimedia media brings opportunities and challenges to cognitive processing. Empirical studies consistently show that active cognitive engagement, facilitated by strategic instruction and digital literacy, enhances reading comprehension across all media. As the media landscape evolves, it is important that teachers and learners adapt to this by acquiring cognitive and digital literacy, boosting motivation, and utilizing media optimally. Through such measures, they are able to realize the full potential of English media for improved reading ability and language learning in the 21st century to prepare learners for academic success and effective communication in a changing world.

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