

ISSN 2518-1467 (Online),
ISSN 1991-3494 (Print)



«ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫ» РҚБ
«ХАЛЫҚ» ЖҚ

Х А Б А Р Ш Ы С Ы

ВЕСТНИК

РОО «НАЦИОНАЛЬНОЙ
АКАДЕМИИ НАУК
РЕСПУБЛИКИ КАЗАХСТАН»
ЧФ «Халық»

THE BULLETIN

OF THE ACADEMY OF SCIENCES
OF THE REPUBLIC OF
KAZAKHSTAN
«Halyk» Private Foundation

PUBLISHED SINCE 1944

1 (407)

JANUARY – FEBRUARY 2024

ALMATY, NAS RK



В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в Astana IT University, а также помог казахстанским школьникам принять участие в престижном конкурсе «USTEM Robotics» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «Almaty Digital Ustaz».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой

грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и WoS и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

БАС РЕДАКТОР:

ТҮЙМЕБАЕВ Жансейіт Қансейітұлы, филология ғылымдарының докторы, профессор, ҚР ҰҒА құрметті мүшесі, Әл-Фараби атындағы Қазақ ұлттық университетінің ректоры (Алматы, Қазақстан)

ҒАЛЫМ ХАТШЫ:

ӘБІЛҚАСЫМОВА Алма Есімбекқызы, педагогика ғылымдарының докторы, профессор, ҚР ҰҒА академигі, Абай атындағы ҚазҰПУ Педагогикалық білімді дамыту орталығының директоры (Алматы, Қазақстан), **Н = 2**

РЕДАКЦИЯ АЛҚАСЫ:

САТЫБАЛДЫ Әзімхан Әбілқайырұлы, экономика ғылымдарының докторы, профессор, ҚР ҰҒА академигі, Экономика институтының директоры (Алматы, Қазақстан), **Н = 5**

САПАРБАЕВ Әбдіжапар Жұманұлы, экономика ғылымдарының докторы, профессор, ҚР ҰҒА құрметті мүшесі, Халықаралық инновациялық технологиялар академиясының президенті (Алматы, Қазақстан), **Н = 6**

ЛУКЪЯНЕНКО Ирина Григорьевна, экономика ғылымдарының докторы, профессор, «Киево-Могилян академиясы» ұлттық университетінің кафедра меңгерушісі (Киев, Украина), **Н = 2**

ШИШОВ Сергей Евгеньевич, педагогика ғылымдарының докторы, профессор, К. Разумовский атындағы Мәскеу мемлекеттік технологиялар және менеджмент университетінің кәсіптік білім берудің педагогикасы және психологиясы кафедрасының меңгерушісі (Мәскеу, Ресей), **Н = 4**

СЕМБИЕВА Ләззат Мыктыбекқызы, экономика ғылымдарының докторы, Л.Н. Гумилев атындағы Еуразия ұлттық университетінің профессоры (Нұр-Сұлтан, Қазақстан), **Н = 3**

АБИЛЬДИНА Салтанат Қуатқызы, педагогика ғылымдарының докторы, профессор, Е.А.Бөкетов атындағы Қарағанды мемлекеттік университеті педагогика кафедрасының меңгерушісі (Қарағанды, Қазақстан), **Н = 3**

БУЛАТБАЕВА Күлжанат Нурымжанқызы, педагогика ғылымдарының докторы, профессор, Ы. Алтынсарин атындағы Ұлттық білім академиясының бас ғылыми қызметкері (Нұр-Сұлтан, Қазақстан), **Н = 2**

РЫЖАКОВ Михаил Викторович, педагогика ғылымдарының докторы, профессор, Ресей білім академиясының академигі, «Білім берудегі стандарттар және мониторинг» журналының бас редакторы (Мәскеу, Ресей), **Н = 2**

ЕСІМЖАНОВА Сайра Рафихевна, экономика ғылымдарының докторы, Халықаралық бизнес университетінің профессоры, (Алматы, Қазақстан), **Н = 3**

«Қазақстан Республикасы Ұлттық ғылым академиясы РҚБ-нің Хабаршысы».

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы» РҚБ (Алматы қ.). Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 12.02.2018 ж. берілген

№ 16895-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тақырыптық бағыты: *әлеуметтік ғылымдар саласындағы зерттеулерге арналған.*

Мерзімділігі: жылына 6 рет.

Тиражы: 300 дана.

Редакцияның мекен-жайы: 050010, Алматы қ., Шевченко көш., 28, 219 бөл., тел.: 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

© «Қазақстан Республикасының Ұлттық ғылым академиясы» РҚБ, 2024

ГЛАВНЫЙ РЕДАКТОР:

ТУЙМЕБАЕВ Жансент Кансеитович, доктор филологических наук, профессор, почетный член НАН РК, ректор Казахского национального университета им. аль-Фараби (Алматы, Казахстан)

УЧЕНЫЙ СЕКРЕТАРЬ:

АБЫЛКАСЫМОВА Алма Есимбековна, доктор педагогических наук, профессор, академик НАН РК, директор Центра развития педагогического образования КазНПУ им. Абая (Алматы, Казахстан), **Н = 2**

РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

САТЫБАЛДИН Азимхан Абылкаирович, доктор экономических наук, профессор, академик НАН РК, директор института Экономики (Алматы, Казахстан), **Н = 5**

САПАРБАЕВ Абдижапар Джуманович, доктор экономических наук, профессор, почетный член НАН РК, президент Международной академии инновационных технологий (Алматы, Казахстан), **Н = 6**

ЛУКЪЯНЕНКО Ирина Григорьевна, доктор экономических наук, профессор, заведующая кафедрой Национального университета «Киево-Могилянская академия» (Киев, Украина), **Н = 2**

ШИШОВ Сергей Евгеньевич, доктор педагогических наук, профессор, заведующий кафедрой педагогики и психологии профессионального образования Московского государственного университета технологий и управления имени К. Разумовского (Москва, Россия), **Н = 4**

СЕМБИЕВА Ляззат Мыктыбековна, доктор экономических наук, профессор Евразийского национального университета им. Л.Н. Гумилева (Нур-Султан, Казахстан), **Н = 3**

АБИЛЬДИНА Салтанат Куатовна, доктор педагогических наук, профессор, заведующая кафедрой педагогики Карагандинского университета имени Е.А.Букетова (Караганда, Казахстан), **Н=3**

БУЛАТБАЕВА Кулжанат Нурымжановна, доктор педагогических наук, профессор, главный научный сотрудник Национальной академии образования имени Ы. Алтынсарина (Нур-Султан, Казахстан), **Н = 3**

РЫЖАКОВ Михаил Викторович, доктор педагогических наук, профессор, академик Российской академии образования, главный редактор журнала «Стандарты и мониторинг в образовании» (Москва, Россия), **Н=2**

ЕСИМЖАНОВА Сайра Рафихевна, доктор экономических наук, профессор Университета международного бизнеса (Алматы, Казахстан), **Н = 3**

«Вестник РОО «Национальной академии наук Республики Казахстан».

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Собственник: РОО «Национальная академия наук Республики Казахстан» (г. Алматы).
Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан № **16895-Ж**, выданное 12.02.2018 г.

Тематическая направленность: *посвящен исследованиям в области социальных наук.*

Периодичность: 6 раз в год.

Тираж: 300 экземпляров.

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28, ком. 219, тел. 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

© РОО «Национальная академия наук Республики Казахстан», 2024

EDITOR IN CHIEF:

TUIMEBAYEV Zhanseit Kanseitovich, Doctor of Philology, Professor, Honorary Member of NAS RK, Rector of Al-Farabi Kazakh National University (Almaty, Kazakhstan).

SCIENTIFIC SECRETARY:

ABYLKASSYMOVA Alma Esimbekovna, Doctor of Pedagogical Sciences, Professor, Executive Secretary of NAS RK, President of the International Academy of Innovative Technology of Abai Kazakh National Pedagogical University (Almaty, Kazakhstan), **H = 2**

EDITORIAL BOARD:

SATYBALDIN Azimkhan Abilkairovich, Doctor of Economics, Professor, Academician of NAS RK, Director of the Institute of Economics (Almaty, Kazakhstan), **H = 5**

SAPARBAYEV Abdizhapar Dzhumanovich, Doctor of Economics, Professor, Honorary Member of NAS RK, President of the International Academy of Innovative Technology (Almaty, Kazakhstan) **H = 4**

LUKYANENKO Irina Grigor'evna, Doctor of Economics, Professor, Head of the Department of the National University "Kyiv-Mohyla Academy" (Kiev, Ukraine) **H = 2**

SHISHOV Sergey Evgen'evich, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of Professional Education of the Moscow State University of Technology and Management named after K. Razumovsky (Moscow, Russia), **H = 6**

SEMBIEVA Lyazzat Maktybekova, Doctor of Economic Science, Professor of the L.N. Gumilyov Eurasian National University (Nur-Sultan, Kazakhstan), **H = 3**

ABILDINA Saltanat Kuatovna, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy of Buketov Karaganda University (Karaganda, Kazakhstan), **H = 3**

BULATBAYEVA Kulzhanat Nurymzhanova, Doctor of Pedagogical Sciences, Professor, Chief Researcher of the National Academy of Education named after Y. Altynsarin (Nur-Sultan, Kazakhstan), **H = 2**

RYZHAKOV Mikhail Viktorovich, Doctor of Pedagogical Sciences, Professor, academician of the Russian Academy of Education, Editor-in-chief of the journal «Standards and monitoring in education» (Moscow, Russia), **H = 2**

YESSIMZHANOVA Saira Rafikhevna, Doctor of Economics, Professor at the University of International Business (Almaty, Kazakhstan), **H = 3**.

Bulletin of the National Academy of Sciences of the Republic of Kazakhstan.

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Owner: RPA «National Academy of Sciences of the Republic of Kazakhstan» (Almaty). The certificate of registration of a periodical printed publication in the Committee of information of the Ministry of Information and Communications

of the Republic of Kazakhstan **No. 16895-Ж**, issued on 12.02.2018.

Thematic focus: *it is dedicated to research in the field of social sciences.*

Periodicity: 6 times a year.

Circulation: 300 copies.

Editorial address: 28, Shevchenko str., of. 220, Almaty, 050010, tel. 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

© National Academy of Sciences of the Republic of Kazakhstan, 2024

BULLETIN OF NATIONAL ACADEMY OF
SCIENCES OF THE REPUBLIC OF KAZAKHSTAN
ISSN 1991-3494
Volume 1. Number 407 (2024), 162–177
<https://doi.org/10.32014/2024.2518-1467.665>

FTAMP 16.01.45
UDC 372.881.1

© **Sh. Zhanyzbekova***, **G. Syrlybayeva**, 2024

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

E-mail: sh_zhanyzbekova@mail.ru

DEVELOPING PRAGMATIC COMPETENCIES IN KAZAKH LANGUAGE TEACHING: EXPLORING EFFECTIVE METHODOLOGIES FOR STUDENT FORMATION

Shaizat Zhanyzbekova — PhD students of Zhetysu University named after I.Zhansugurov, Taldykorgan, Kazakhstan

E-mail: sh_zhanyzbekova@mail.ru. ORCID ID: 0000-0003-2744-6734;

Gulnara Syrlybayeva — Candidate of Philological Sciences, Abai Kazakh National Pedagogical University, Kazakhstan, Almaty

E-mail: gulnara_s.t81@mail.ru. ORCID ID: 0000-0001-5228-8147.

Abstract. This academic article presents a qualitative analysis of effective pedagogical practices for improving the pragmatic competence of Kazakh language learners. The research was conducted through a comprehensive review and synthesis of existing literature on pragmatics education and Kazakh language instruction. The aim was to explore theoretical frameworks and empirical studies related to pragmatic development among learners in order to identify effective pedagogical strategies. The method employed in this research involved a thorough examination of published works related to pragmatics education and Kazakh language teaching. This included a review of various theoretical frameworks and empirical studies that investigated effective pedagogical practices for developing pragmatic competencies among learners. To ensure a comprehensive analysis, articles were selected based on their relevance to both pragmatics education and Kazakh language instruction. JSTOR, Google Scholar, and Researchgate were among the academic databases utilized to conduct this investigation. The results reveal that a focus on "Awareness-raising exercises" in combination with "Role-playing activities" demonstrated superior effectiveness towards boosting pragmatic skills in native speakers of Kazakh. Conversely, "Immersion", "Communicative Language Teaching", or "Task-Based Instruction" showed greater benefits when applied towards nonnative speakers. Moreover, the writers point out that being attentive to diverse communication norms and styles can lead to increased intercultural competence within learners—an additional benefit unique to utilizing awareness-raising exercises as a tool for pragmatic skill

enhancement. The theoretical relevance of the study lies in the identification of effective pedagogical strategies for improving pragmatic competence among Kazakh language learners. This contributes to the existing literature on pragmatics education and language teaching. Language instructors can optimize their teaching approach by incorporating these strategies to refine the pragmatic skills of their students, which is why this study holds practical relevance. Future research may consider conducting experimental tests as a means of validating its findings. While our analyses provide insights into effective pedagogical practices for improving pragmatic competence amongst Kazakh language learners, empirical support through such experiments would add more weightage to our recommended practices.

Keywords: Pragmatic competence, Kazakh language, Language teaching, Awareness-raising exercises, Role-playing activities

© Ш. Жанысбекова*, Г. Сырлыбаева, 2024

І. Жансүгіров атындағы Жетісу университеті, Қазақстан, Талдықорған.

E-mail: sh_zhanysbekova@mail.ru

ҚАЗАҚ ТІЛІН ОҚЫТУ КЕЗІНДЕ ПРАГМАТИКАЛЫҚ ҚҰЗЫРЕТТІЛІКТІ ДАМУ: ОҚУШЫЛАРДА ҚАЛЫПТАСТЫРУДЫҢ ТИІМДІ ӘДІСТЕМЕЛЕРІН ЗЕРДЕЛЕУ

Жанысбекова Ш. — І. Жансүгіров атындағы Жетісу университетінің PhD докторанттары, Талдықорған, Қазақстан

E-mail: sh_zhanysbekova@mail.ru, <https://orcid.org/0000-0003-2744-6734>;

Сырлыбаева Г. — Филология ғылымдарының кандидаты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

E-mail: gulnara_s.t81@mail.ru, <https://orcid.org/0000-0001-5228-8147>.

Аннотация. Аталмыш мақалада қазақ тілін үйренушілердің прагматикалық құзыреттілігін арттырудың тиімді педагогикалық тәжірибелеріне сапалы талдау берілген. Зерттеу прагматикалық білім беру және қазақ тілін оқыту бойынша бар әдебиеттерді жан-жақты қарастыру және синтездеу арқылы жүргізілді. Мақсаты тиімді педагогикалық стратегияларды анықтау үшін оқушылар арасында прагматикалық дамуға қатысты теориялық негіздер мен эмпирикалық зерттеулерді саралау болды. Бұл зерттеуде қолданылған әдіс прагматикалық білім мен қазақ тілін оқытуға қатысты жарияланған еңбектерді жан-жақты зерделеуге бағытталды. Аталмыш зерттеу білім алушылардың прагматикалық құзыреттіліктерін дамыту үшін тиімді педагогикалық тәжірибелерді зерттейтін әртүрлі теориялық негіздерді және эмпирикалық зерттеулерді шолуды қамтыды. Жан-жақты талдауды қамтамасыз ету үшін мақалалар прагматикалық білімге де, қазақ тілін оқытуға да сәйкестігін назарға алады. Іздеу процесі JSTOR, Google Scholar және Researchgate сияқты академиялық дерекқорлар арқылы жүргізілді. Бұл зерттеудің нәтижелері қазақ тілінде, яғни, ана тілінде сөйлейтіндердің прагматикалық құзыреттілігін арттыру үшін «Санаттылықты

арттыру жаттығулары» мен «Рөлдік іс-әрекеттер» тиімдірек екенін көрсетеді, ал «Иммерсия», «Коммуникативті тілді оқыту» және «Тапсырмаға негізделген нұсқаулық» қазақ тілінде сөйлейтіндердің прагматикалық құзыреттілігін арттыру үшін тиімдірек. Авторлар санаттылықты арттыру жаттығулары оқушыларға әртүрлі қарым-қатынас стильдері мен нормаларын тануға және бейімделуге үйрету арқылы олардың мәдениетаралық құзыреттілігін дамытуға көмектесетінін айтады. Сол сияқты рөлдік ойындар тілді контекстке сәйкес тәсілдермен қолдану тәжірибесін қамтамасыз ету арқылы оқушылардың прагматикалық құзыреттілігін дамытуға көмектеседі. Зерттеудің теориялық өзектілігі қазақ тілін үйренушілердің прагматикалық құзыреттілігін арттырудың тиімді педагогикалық стратегияларын анықтауға жол ашады. Бұл прагматикалық білім беру және тілдерді оқыту бойынша бар әдебиеттерге ықпал етеді. Тәжірибелік өзектілігі тіл оқытушыларына студенттердің прагматикалық құзыреттілігін арттыру үшін осы стратегияларды оқыту тәжірибесіне енгізу бойынша ұсыныстарды әзірлеуге көмекші құрал бола алады. Болашақ зерттеулерге ұсыныс ретінде осы мақаланың нәтижелерін растау үшін эксперименталды сынақтарды өткізу тиімді болар еді. Қолданыстағы әдебиеттерді талдау қазақ тілін үйренушілердің прагматикалық құзыреттілігін арттырудың тиімді педагогикалық тәжірибелері туралы түсінік бергенімен, эксперименттік сынақтар біздің ұсыныстарымызды қуаттай түсетін эмпирикалық дәлелдер береді.

Түйін сөздер: Прагматикалық құзыреттілік, қазақ тілі, тіл үйрету, санаттылықты арттыру жаттығулары, рөлдік іс-әрекет

© Ш. Жанысбекова*, Г. Сырлыбаева, 2024

Жетысуский университет имени И.Жансугурова, Казахстан, Талдыкорган.

E-mail: sh_zhanysbekova@mail.ru

РАЗВИТИЕ ПРАГМАТИЧЕСКИХ КОМПЕТЕНЦИЙ ПРИ ПРЕПОДАВАНИИ КАЗАХСКОГО ЯЗЫКА: ИЗУЧЕНИЕ ЭФФЕКТИВНЫХ МЕТОДИК ФОРМИРОВАНИЯ У УЧАЩИХСЯ

Жанысбекова Ш. — докторанты PhD Жетысуского университета имени И. Жансугурова, Талдыкорган, Казахстан

E-mail: sh_zhanysbekova@mail.ru, <https://orcid.org/0000-0003-2744-6734>;

Сырлыбаева Г. — кандидат филологических наук, Казахский национальный педагогический университет им. Абая, Алматы, Казахстан

E-mail: gulnara_s.t81@mail.ru, <https://orcid.org/0000-0001-5228-8147>.

Аннотация. В данной научной статье представлен качественный анализ эффективных педагогических практик для повышения прагматической компетентности изучающих казахский язык. Исследование проводилось путем комплексного обзора и синтеза существующей литературы по прагматическому образованию и обучению казахскому языку. Цель

состояла в том, чтобы изучить теоретические основы и эмпирические исследования, связанные с прагматическим развитием учащихся, чтобы определить эффективные педагогические стратегии. Метод, использованный в этом исследовании, включал тщательное изучение опубликованных работ, связанных с прагматическим образованием и обучением казахскому языку. Был проведен обзор различных теоретических основ и эмпирических исследований, в которых изучались эффективные педагогические практики для развития прагматических компетенций у учащихся. Чтобы обеспечить всесторонний анализ, статьи были отобраны на основе их актуальности как для прагматического образования, так и для обучения казахскому языку. Процесс поиска проводился с использованием академических баз данных, таких как JSTOR, Google Scholar и Researchgate. Результаты этого исследования показывают, что «Упражнения по повышению осведомленности» и «Рольевые игры» более эффективны для повышения прагматической компетентности носителей казахского языка, в то время как «Иммерсия», «Обучение коммуникативному языку» и «Обучение на основе задач» более эффективны для повышения прагматической компетенции лиц, для которых казахский язык не является родным. Авторы утверждают, что упражнения по повышению осведомленности могут помочь учащимся развить свою межкультурную компетентность, научив их распознавать и адаптироваться к различным стилям и нормам общения. Точно так же рольевые игры могут помочь учащимся развить их прагматическую компетентность, предоставляя возможность практиковаться в использовании языка в соответствии с контекстом. Теоретическая актуальность исследования заключается в выявлении эффективных педагогических стратегий повышения прагматической компетентности изучающих казахский язык. Этому способствует существующая литература по прагматическому образованию и преподаванию языков. Практическая значимость заключается в рекомендациях для преподавателей иностранных языков по включению этих стратегий в свою практику преподавания для повышения прагматической компетентности своих студентов. В качестве рекомендации для будущих исследований было бы полезно провести экспериментальные тесты для проверки результатов этого исследования. В то время как анализ существующей литературы дает представление об эффективных педагогических методах повышения прагматической компетентности среди изучающих казахский язык, экспериментальные тесты могут предоставить эмпирические данные в поддержку представленных рекомендаций.

Ключевые слова: прагматическая компетенция, казахский язык, обучение языку, упражнения по повышению осведомленности, рольевые игры

Introduction

Pragmatic competence is the most welcoming property for every student and there are special methods of formation in the teaching process. In Kazakhstan, the majority of people speak Kazakh, and there is a significant role of Kazakh language

in the formation of pragmatic competence among the students. However, we have found few research that relate theme, and, because of this, it needs special attention to study the formation of students' pragmatic competencies in the process of teaching the Kazakh language. Although there are many academic papers that studied the methodology of formation of students' pragmatic competencies while teaching other languages, there aren't many studies related to Kazakh languages. These might be significant arguments for the relevance of the theme. Thus the study of the methodology of formation of students pragmatic competencies can help researchers identify gaps and limitations in current approaches to teaching pragmatics. This can lead to the development of new pedagogical approaches that are more effective in developing students pragmatic competence. Moreover, studying the methodology of formation of students' pragmatic competences is crucial in the process of teaching the Kazakh language for several reasons. Every language possesses its own individualistic pragmatic characteristics that are influenced by social and cultural environments in which it is employed – Kazakh being no exception. Ergo, teachers of this language must have a deep understanding of these specific features so that they can train their students adequately for optimal pragmatic competency. In addition to this advantage lies another one: advancing one's skill set in pragmatics in Kazakh helps preserve and promote its unique culture; language constitutes a core aspect of any given culture, so immersing oneself deeper into such nuances equips learners to better value and respect the singular cultural attributes inherent within the Kazakh people.

The purpose of the paper studying the methods of formation of students' pragmatic competencies by accenting in the Kazakh language. To reach this goal:

- classify widely spread methods of developing students' pragmatic competencies;
- comparing the various methods and identifying more effective methods for students who are studying in the Kazakh language.

Studying the methodology of formation of students' pragmatic competencies in the process of teaching the Kazakh language might improve teaching effectiveness, enhances students' language proficiency, contributes to the development of language research: promotes intercultural understanding, and supports academic and professional success. Moreover, the study is useful for academics who are exploring Kazakh culture, modern linguistic methods, and pragmatic competence in Kazakh among students.

Literature review

As authors have mentioned there is several studies in foreign languages. “The term was introduced by sociolinguist Jenny Thomas in a 1983 Applied Linguistics article, "Cross-Cultural Pragmatic Failure, in which she defined it as "the ability to use language effectively in order to achieve a specific purpose and to understand a language in context.” (Nordquist, n.d.). J. Thomas gives a definition for “pragmatic competence” and, he states that “I do not use the term 'pragmatic competence' as a synonym for 'communicative competence'... I use it to refer to one of several levels of knowledge (Hymes 1972: 281) which might also include grammatical:

psycholinguistic, and what Bell (1976) calls 'social' competences" (Thomas, 1983: 91–92). Thomas also explain "Cross-Cultural" as a distinction between "linguistic traditions" and "extralinguistic concepts" of the studied and native languages (Thomas, 1983: 91). Moreover, Hudson argues that there is a different perception of variables such as relative strength, social distance, and degree of imposition between speakers of different cultures (Hudson et al., 1992).

Hudson has developed six different tests of various types and methods, each of which includes situations in which the verbal actions of requests, refusals and apologies are combined with socio-cultural variables of power, distance and imposition. They conducted these tests for Japanese students studying English in the context of ESL, and reported their findings when developing prototypes of measurements of intercultural pragmatics (Hudson et al., 1995). Ken Enochs and Sonia Yoshitake-Stra tested the six measure of Hudson and Detmer, Brown, and, in their study Enoch and Yoshitake-Stra studied the reliability: racticality and validity of the six measures of cross-cultural pragmatic competence (Enochs and Yoshitake-Stra, 1999). Further, Enoch and Yoshitake-Stra got good results and concluded that the tests developed by Hudson proved to be very reliable and valid in assessing pragmatic competence when they were handed over to EFL students at a Japanese university. It also seems that the improvement of pragmatic competence takes quite a long time in the target culture to achieve significant success (Enochs and Yoshitake-Stra, 1999: 46). It should be noted that all these authors made attention to the cross-cultural position of pragmatic competencies that includes communication between non-native English speakers and English speakers, and determined "pragmatic competencies" as social, grammatical, and psycholinguistic competencies.

In Kazakhstan, few academics made attention to studying pragmatic competence. One of them Zh.B. Oshakbayev in her article discusses the current problems of the theory of second language acquisition. The pragmatic paradigm of bilingualism in the process of learning a second language and its typology of knowledge are investigated. The typology of pragmatic knowledge is closely related to text, speaking, and communication (Oshakbaeva, 2015). In the work of S.S. Isakova, the lexical composition, methods of creation, and pragmatic function of Kazakh terminology are considered. The topic of terminology in general linguistics and Kazakh linguistics, terminological lexicon, literary language, and national language issues will be discussed Isakova, 2007). Another author Sh.T. Zhanysbekova work-related our study's theoretical analysis of the development of pragmatic competence as a component of communicative competence for the purpose of forming a polite speech culture of students (Zhanysbekova, 2021). However, these studies stay out of exact methods of improving pragmatic competence. Based on the above-mentioned arguments, the authors found that the formation of students' pragmatic competencies in the process of teaching the Kazakh language is needed, especially attention and deep studying.

Methods

In order to explore the methodology of formation of students' pragmatic

competences in the process of teaching the Kazakh language, educational articles were consulted as primary sources. The research was conducted by analyzing and synthesizing information from various literature on this subject matter. The method employed involved reviewing published works related to pragmatics education and Kazakh language teaching. This included examining various theoretical frameworks within these fields, as well as exploring empirical studies that investigated effective pedagogical practices for developing pragmatic competences among learners. To ensure a comprehensive analysis, articles were selected based on their relevance to both pragmatics education and Kazakh language instruction. The search process was conducted using academic databases such as JSTOR, Google Scholar, and Researchgate. Overall, this method allowed for a thorough investigation into the strategies used for fostering students' pragmatic abilities during Kazakh language instruction.

Results and Discussions

Kazakh enjoys official status as well as being recognized as the state language of Kazakhstan. It dominates conversation across all territories within the central Asian republic where most citizens speak it natively. However, while it remains a staple tongue throughout much of Kazakhstan's vibrant cultural landscape, other languages take up space elsewhere within its borders; for instance, Russian predominates over Kazakh use within urban settings and northern territories. Beyond that even Uzbek, Tatar, Uighur, and Kyrgyz make up some extent part of Kazakhstan's linguistic tapestry. Meanwhile, Kazakhstan's recognition policies on Kazakh have been subject to heated debate nationwide with regards to its declining rates- particularly in cities where city-dwellers tend towards speaking Russian on a more frequent basis. According B.S. Abduova and G.K. Tulesheva state that the ability to write Kazakh and express one's thoughts has not yet been developed among students in Kazakhstan. It also says that Russian-language media and information have a great influence on the people of Kazakhstan (Abduova and Tulesheva, 2022: 55–57). According to 2020 data, there are 7,440 schools providing general education in Kazakhstan. Among them, 3809 schools provide education in Kazakh, 1287 schools in Russian, 2319 schools – combined (Seidakhmetov, 2021). Thus, all the above-mentioned facts lead us to the clarity that Kazakhstan is a cross-cultural space.

It is clear that in Kazakhstan two big auditoria: auditoria which speaks mainly in Russian and auditoria which speaks in Kazakh. In Russia's educational institutions located throughout Kazakhstan's territory, secondary instruction often includes lessons on how best learn speak Kazakh as well as its grammar structures and linguistic nuances. Decisions regarding curriculum planning however vary based upon institutional location - so much so that certain places might allot generous periods given over exclusively towards these kinds of lessons while elsewhere it may only be regarded as an afterthought worth minimal investment. Government officials have unveiled new plans recently aimed at bolstering interest among younger generations by placing greater emphasis upon indigenous languages like this one; changes aimed at boosting bilingualism and improving instruction quality

throughout the nation's schools. Some Russian learning facilities have answered this call by expanding their course catalogs, facilitating cultural exchange activities that aim to celebrate Kazakhstani heritage through language-based instruction. Yet some issues remain unsolved, such as lack of sufficient quantities of qualified instructors, a shortage of materials available for purchase or distribution amongst educators, and limited support from the broader network of educational institutions. Moreover, students' pragmatic competence also belongs to such problems.

Although in the Kazakh auditoria students speak in Kazakh, the pragmatic competence is relevant. Nowadays youth pragmatic competence is getting worse because of some factors. One of them is social media. Social media has the potential to expose students to improper language usage, exemplified by offensive or aggressive behavior. This normalization of such conduct makes it considerably difficult for students to recognize appropriate social cues and norms. Furthermore, social media can encourage the use of slang and casual language, which undermines the student's proficiency in utilizing more sophisticated diction when necessary. In few regions of Kazakhstan students speak in Kazakh mixing with Russian language. This occurs when Kazakh is used as the primary language, but many Russian loanwords are used, and Russian grammatical structures are incorporated into Kazakh speech. In these regions, many students may grow up speaking a mixture of Kazakh and Russian, and this can be reflected in their speech patterns and vocabulary. Mixing two languages can potentially negatively affect pragmatic competence if the speaker cannot effectively navigate the social and cultural context in which they are communicating. Using inappropriate language mixing in a given context or audience could result in confusion, misunderstandings, or offense. With regards to students there are two categories- those whose native language is Kazakh and those whose Kazakh is non native. Thus, improving pragmatic competence all these nuances should be taken into account.

Pragmatic competence for native speakers in Kazakh

Pragmatic competence serves as a key concept within both linguistics and language education--characterizing the ability to employ appropriate linguistic styles depending on cultural and social contexts. Such an aptitude entails not just using speech in a way that fits cultural norms or adheres to specific expectations based on speaker intent--but also considers the communicative context at hand. To further expound upon this concept; according to Bachman and Canale as well as Swain--pragmatic competence involves possession of knowledge regarding sociolinguistic rules (pertaining to societal guidelines dictating linguistic usage), discourse regulations (which stipulate how forms of talk are executed), along with strategic principles (outlining strategies for effectual communication) such as politeness, indirectness or negotiation (Bachman, 1990; Canale and Swain, 1980).

Pragmatic competence serves as a key concept within both linguistics and language education--characterizing the ability to employ appropriate linguistic styles depending on cultural and social contexts. Such an aptitude entails not just using speech in a way that fits cultural norms or adheres to specific expectations

based on speaker intent--but also considers the communicative context at hand. To further expound upon this concept; according Bachman and Canale as well as Swain--pragmatic competence involves possession of knowledge regarding sociolinguistic rules (pertaining to societal guidelines dictating linguistic usage), discourse regulations (which stipulate how forms of talk are executed), along with strategic principles (outlining strategies for effectual communication) such as politeness, indirectness or negotiation. According to Crystal "Pragmatic is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Tello Rueda, 2006). However, a logical question arises at this point. What is the main difference if pragmatic competence for native speakers? It includes main problems improve the pragmatic competence Kazakh language. As authors mentioned before students are getting majority information from social network and communicating with various messengers. It is necessary to replace rude words and slangs, which are likely to be formed through social networks, with the most polite and understandable words. Even though the native language of students is Kazakh, young people may struggle to express themselves clearly and to write and structure coherent sentences and essays. Sh.T. Zhanysbekova who is studying the pragmatic competence of Kazakh students, states that at the level of pragmatic competence, it is not enough to know pronunciation, grammar, and vocabulary for quality communication and sufficient expression of thought, it is necessary to take into account the rules of language communication and the multi-level of the statement. It is necessary to distinguish between the literal and figurative meanings of the words used (represented in dictionaries) and the contextual meaning of the words the meanings the speaker wants to convey through these words. If the formation of pragmatic competence is neglected, then students may make mistakes in certain communication situations. The inability to convey one's thoughts accurately to speakers or writers leads to pragmatic errors (Zhanysbekova, 2021: 210). Sh.T. Zhanysbekova also tested students for monologue level and dialogue level and suggested "An important consideration when designing pragmatic competence development activities is that these activities remain authentic and meaningful. Students' level of pragmatic competence can be developed through a range of activities and contexts, with explicit and implicit instructions predominating. Therefore, in order to increase the level of pragmatic competence of students, special attention should be paid to the rules of social norms, which differ from the norms in the home culture" (Zhanysbekova and Syrlybaeva, 2022: 213).

Most methods for improving pragmatic competence are devoted to non-native speakers and cross-cultural space. Although Kazakh students are native speakers, Kazakhstan is considered a cross-cultural space. Thus, this situation allows us to use the methods of non-native students for native students. One of the widely spread methods is Role-playing activities. Role-playing activities are a type of language practice that involve simulating real-life situations and practicing the language and

behaviors that would be appropriate in those situations. Role-playing can be a useful tool for developing pragmatic competence among native speakers because it allows individuals to practice using language in context-appropriate and effective ways. By simulating different social situations and contexts, individuals can learn to recognize and adapt to different communication styles and norms. Rebecca Oxford, a language learning researcher and educator argues that role-playing can help learners develop their linguistic by providing opportunities to practice language in realistic and meaningful situations (Oxford, 2006). Moreover, role-playing can be particularly effective for developing pragmatic competence because it allows learners to practice adapting to different communication styles and contexts. Angelina Van Dyke William R. Acton argues that “The generally successful application of the targeted skills and concepts by course end most likely resulted from the engaging meta-pragmatic interactions preceding the role-plays, and the formal and informal instructor feedback related to implicature:rosody, implicit understandings, direct conversation strategies, grammar, and vocabulary” (Dyke and Acton, 2022). Farzad Hosseini tested this method among the studets and stated “role can afford the design and execution of developmental pedagogical interventions on aspects of learners’ emerging pragmatic competence by directing their attention to their own and native speakers’ uses of focal pragmatic features in a context of authenticity” (Hosseini, 2016: 212).

Besides, there is another effective approach for improving the pragmatic competence of students. It is awareness-raising method. Awareness raising exercises refer to a specific type of activity designed to facilitate learning around how social and cultural aspects influence our utilization of languages. Native speakers can benefit from these activities significantly by improving their pragmatic competence through recognizing fine grained details specific to various social contexts related while utilizing languages effectively. Among notable scholars who have delved into this phenomenon is sociolinguist Adrian Holliday, who notes extensively on awareness raising exercises for enhancing intercultural competency among language learners. Holliday emphasizes how these exercises support the development of adaptability when recognizing different styles and norms of communication, which ultimately deepens learners' comprehension of social and cultural aspects that underpin language use (Holliday, 2018).

Another author who has written about the benefits of awareness-raising exercises is Hilliard (Hilliard, Amanda, 2017) highlights how cultural and pragmatic differences can result in negative transfer and inappropriate behavior, which can affect both language learners' social interactions and their academic performance. Therefore, awareness-raising exercises are necessary to enhance their understanding of appropriate language use in different social contexts. Eslami-Rasekh's (Eslami-Rasekh, 2005) study provides an example of how a female graduate student felt offended when her male office mate complimented her appearance because such compliments have sexual connotations in her country. This shows that without adequate knowledge of pragmatic norms, even seemingly harmless comments or

gestures can lead to misunderstandings or conflicts. Kasper's study emphasizes that pragmatic knowledge affects all communicative acts; it involves adapting linguistic formulae to social contextual constraints while also understanding indirect utterances' implications (Kasper, 1992). Similarly, Adyagarini's study asserts that raising pragmatic awareness is crucial for language teaching since learners require practical knowledge beyond grammar rules to communicate effectively in real-life situations (Alsallloom, 2022). Therefore, based on these findings from multiple sources cited above Awareness-raising exercises designed specifically for native speakers could significantly improve their pragmatic competence by enhancing their knowledge and understanding. These exercises could involve situational role-playing scenarios where individuals encounter various communication challenges requiring them to adapt quickly - using proper tone & style appropriate expressions - while remaining sensitive towards others' feelings within specific contexts such as workplace settings etcetera.

Both awareness-raising exercises and role-playing activities can be effective for improving native speakers' pragmatic competence, but they target different aspects of language use and can be used for different purposes. To improve their linguistic abilities learners must become familiar with possible social and cultural factors that impact how we speak or write certain things. Awareness raising exercises contribute to developing this awareness by helping them recognize and appreciate diverse uses of language across various communities or settings. This type of exercise is then instrumental in teaching learners how to apply context sensitive speech patterns accordingly thereby strengthening their pragmatic competence over time. Role playing activities are another type of exercise that puts these patterns into perspective by simulating real life interactions between speakers and listeners or writer readers which allows individuals to familiarize themselves with potential scenarios they might encounter one day soon (and practice communicating efficiently). Both types can work together towards a common goal; however sometimes one is more effective than the other depending on what your goals might be or what kind of help you need as a learner. To optimally develop their pragmatic competence native speakers must engage in both awareness raising exercises and role playing activities. The synergy between these two methods offers a well rounded comprehension of how language functions within different social contexts.

Pragmatic competence for nonnative speakers in Kazakh

The development of pragmatic competences in students is a critical aspect of teaching the Kazakh language as a second language. As noted by Salkynbay and Anarbekova, the communicative-functional technique can be effective for teaching spoken language to beginners since it selects the most efficient structures and methods of expression (Salkynbay and Anarbekova, 2020). This approach focuses on enabling learners to communicate effectively in various social contexts, emphasizing practical communication skills rather than just theoretical knowledge. To develop pragmatic competences, students need to be able to understand and use language appropriately depending on their intended purpose, audience, and

context. Yuldasheva points out that discursive competence plays an essential role in this process. It includes awareness of communicative intentions: possession of communicative roles such as speaking and listening during exchange thoughts or ideas for analysis or conclusions about specific topics (Yuldasheva, 2019). Alua et al.'s study focused on creating a pedagogical system for ethnocultural adaptation when teaching Kazakh as a second language (Alua et al., 2022). The researchers found that effective approaches included cultural conformity, anthropocentrism, integration, and differentiation principles. Combining these different methodologies can facilitate more effective learning outcomes regarding developing pragmatic competencies among Kazakh second-language learners. To achieve this goal fully requires incorporating task-based instruction with authentic cultural materials into curriculum design along with communicative language teaching techniques - according to our thesis statement which highlights these three factors' importance. It's important not only to teach grammar but also how individuals interact within society through using linguistic conventions so that they have well-rounded knowledge about culture too! By considering all these aspects simultaneously while designing curriculums will lead us towards better results overall-where pupils are confident speakers who know what they're talking about! In summary: The development of students' pragmatic competences is fundamental when teaching the Kazakh Language as a Second Language effectively. The combination of different methodologies like Communicative Language Teaching, Task-Based Instruction, and the Integration of Authentic Cultural Materials into Curriculums can be effective. This combination is supported by research from Salkynbay and Anarbekova (2020), Yuldasheva (2019), and Alua et al. (2022). The focus should not only be on grammar but also on how individuals interact within society through using linguistic conventions to have a well-rounded knowledge about culture.

The effective methodology of teaching the Kazakh language as a second language should prioritize the development of students' pragmatic competences, which can be achieved through a combination of communicative language teaching, task-based instruction, and the integration of authentic cultural materials into the curriculum. This thesis statement emphasizes that pragmatic competences play a crucial role in second-language acquisition and should be given priority during instruction. The use of Communicative Language Teaching (CLT) highlights an approach where learners are encouraged to engage in communication while learning grammar and vocabulary structures. Task-Based Instruction (TBI) is also mentioned as an effective method for promoting pragmatic competence by providing opportunities for learners to experience real-life situations. Additionally, integrating authentic cultural materials into the curriculum can help learners understand how native speakers communicate pragmatically in their everyday lives. This exposure to culture has been shown to increase motivation and participation among learners. These implications suggest that when designing instructional programs for teaching Kazakh as a second language, it is important to focus on developing students' pragmatic competences through CLT, TBI, and authentic cultural materials. By implementing these methods effectively

within the classroom environment instructors can ensure that students gain not only knowledge but practical skills necessary for communicating with native speakers. In conclusion, future research could explore different ways of incorporating CLT and TBI methodologies along with authentic cultural materials into instructional programs aimed at developing pragmatic competence among non-native speakers who are learning Kazakh as a second language. Additionally, the study could delve deeper into other factors such as age or educational background impact how well these methods work on different populations.

Besides, immersion is a language learning approach where a person is surrounded by the target language and culture, which helps them learn the language through exposure and interaction with native speakers. This approach has been widely studied in the field of second language acquisition. For example, when Filipino migrant workers aim to learn the language spoken in their host countries, achieving a native-like level of proficiency often proves challenging. Meniado's study from 2019 shows that becoming immersed in and actually using the target language in real-life communication can make acquiring it easier (Meniado, 2019). Hence, immersion has proven to be an extremely potent method for picking up a second language like Kazakh. Rivers' research from 1996 regarding Self-Directed Language Learning and Third-Language Learner indicates that third-language learners are highly successful because they tend to learn more quickly than second-language learners who are studying the very same target language (Rivers, 1996). This finding further advocates for immersion as an effective means of learning Kazakh since it provides opportunities for interacting with native speakers within authentic contexts. The critical role motivation plays in second-language acquisition cannot be overstated, according to Arapova's proposition back in 2017 motivated students tend to perform better than those without any enthusiasm or drive (Arapova, 2017). As such creating an immersive environment that fosters interest and excitement among Kazakh learners could lead towards higher success rates when trying fluency. Regarding communication strategies used by adult Filipino migrant laborers when conversing using their host country's dialects, Meniado discovered syntactic avoidance as being one of the most commonly utilized tactics followed by direct appeal made right away to authority figures along with integrating gestures, facial expressions, and translation tools where needed. Such results suggest implementing an immersive approach would not only present them with chances to sharpen up on their linguistic abilities but also give them exposure & interaction opportunities with native speakers—developing cultural competence respectively. Overall given its effectiveness across various languages including Kazakh—immersion remains invaluable tool granting those seeking foreign tongue proficiency high chances of succeeding!

The immersion approach to language learning has both advantages and disadvantages, as identified by various researchers in the field. Immersion provides learners with exposure to authentic language use in real-life situations, which can help them develop their listening and speaking skills. Moreover, immersion allows learners to gain insights into the cultural and social norms of the target language

community, which can help them communicate effectively and appropriately. Furthermore, immersion can be a motivating and engaging way to learn a language, as learners are immersed in a rich and stimulating language environment. As noted by prominent researcher Merrill Swain, immersion programs hold significant advantages for language learners (Swain, 1995). Nevertheless, these programs can also pose certain difficulties for individuals who are not accustomed to the culture or language they are immersed in; expert scholar Jim Cummins has pointed out this potential drawback (Cummins, 2000). Overall then, while an immersion approach can certainly facilitate linguistic acquisition as well as foster greater cultural awareness in learners – there exist inherent challenges that must be acknowledged.

Conclusion

Whereas those who grew up speaking the language possess an intuitive understanding of its cultural nuances– those who did not acquire it from birth may find developing their pragmatic competence more arduous. Accordingly - approaches towards improving said competence will likely need to differ between these two groups; context-based immersive learning programs could prove most effective for native speaking students whilst explicit instruction on cultural norms might better serve non-native students. It is critical to acknowledge the differing language backgrounds among various groups while adopting custom tailored teaching approaches for effective learning outcomes. The acquisition of pragmatic competence is a significant facet of language learning that encompasses various methods for augmenting its development among native and non-native Kazakh speakers. However the efficacy of these methods varies widely based on contextual nuances such as proficiency levels. Native Kazakh speakers can harness the benefits of awareness raising exercises and role playing activities specially designed to concentrate on particular social scenarios while providing ample opportunities for reflection and practice sessions. These techniques increase speaker awareness about using language appropriately across diverse social contexts while honing communication skills necessary for each unique setting such as addressing different age groups or those belonging to distinct societal statuses.

Nonnative Kazakh speakers seeking impractical opportunities surrounding pragmatic competence may benefit from immersion programs coupled with conversational practices. Immersion programs provide exposure to the language within an authentic setting that facilitates active learning experiences through direct interaction with native speaking Kazakhs. Language learners seeking improvement can benefit from practicing with native speakers who can provide feedback while helping build fluency and confidence. However, it's worth noting that combining several approaches results in a more comprehensive learning experience. For example: airing immersion programs with role-playing activities helps learners assess their language skills in specific social situations while conversational practice combined with awareness-raising exercises increases familiarity with Kazakh cultural norms. Recent research indicates that communicative approaches coupled with real-life scenarios help develop pragmatic speaking skills which are further honed through

task-based activities within practical settings. Authentic materials like movies or songs facilitate a better understanding of cultural subtleties affecting language use. Without a doubt, teacher training is essential for enabling effective instruction that focuses on fostering pragmatic competencies in students. In conclusion, every technique presents unique strengths and limitations, making it crucial to select the most suitable approach based on each student's language proficiency level and desired outcomes.

Adapting a combination of techniques to suit individual learning requirements makes it possible to develop pragmatic competence in Kazakh while enhancing communication skills with this language.

REFERENCES

- Abduova B.S., Tulesheva G.K., (2022). The status of the Kazakh language is an orientation to the future of the nation [Kazakh tilinin martebesi - ult bolashagyna bagdar]. Bulletin of the North Kazakhstan University named after M. Kozybaev. — 2022. — Pp. 53–58.
- Alsallloom F.A., (2022). The Effectiveness of Consciousness-Raising Approach in Interpreting Conversational Implicature Using Audiovisual Input. J. Second Lang. Acquis. Teach. 28. — 2022.
- Alua N., Gulnara A., Gulnur I., Tursynay A., Raigul R. (2022). Pedagogical Foundations of Teaching Ethnocultural Units in the Education System. Cypriot J. Educ. — Sci. 17, — 691–701.
- Arapova A. (2017). Motivation Among Kazakhstanian Undergraduate EFL Learners. St. Cloud State University. — 2017. — 74.
- Bachman L.F. (1990). Fundamental considerations in language testing. Oxford university press. — 1990.
- Canale M., Swain M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. — Appl. Linguist. 1, — 1980. — Pp. 1–47.
- Cummins J. (2000). Immersion education for the millennium: What we have learned from 30 years of research on second language immersion. — 2000.
- Dyke A.V., Acton W.R. (2022). Role-play and dialogic meta-pragmatics in developing and assessing pragmatic competence. — 2000. — <https://doi.org/10.1075/pl.22004.van>
- Enochs K., Yoshitake-Strain S. (1999). Evaluating six measures of EFL learners' pragmatic competence. JALT J. 21, — 1999. — 29–50.
- Eslami-Rasekh Z. (2005). Raising the pragmatic awareness of language learners. ELT J. — 59, 199–208.
- Hilliard A. (2017). Twelve Activities for Teaching the Pragmatics of Complaining to L2 Learners. — 2017.
- Holliday A. (2018). Understanding intercultural communication: Negotiating a grammar of culture. Routledge.
- Hosseini F. (2016). The Effect of Role Play on Pragmatic Competence among Male and Female Iranian EFL Learners. J. Appl. Linguist. Lang. — Res. 3, — 2016. — Pp. 203–213.
- Hudson T., Brown J.D., Detmer E. (1995). Developing prototypic measures of cross-cultural pragmatics. Natl Foreign Lg Resource Ctr. — 1995.
- Hudson T., Detmer E., Brown J.D. (1992). A framework for testing cross-cultural pragmatics. Natl Foreign Lg Resource Ctr. — 1992.
- Isakova S. (2007). Kazakh termtanymy: lexicalyq quramy, zhasalu tasilderi, pragmaticalyq qyzmeti [Kazakh terminology: lexical composition, methods of creation, pragmatic function]. — Almaty, — 2007. — P. 159.
- Kasper G. (1992). Pragmatic transfer. Interlang. Stud. Bull. — Utrecht 8, — 1992. — Pp. 203–231.
- Meniado J.C. (2019). Second Language Acquisition: The Case of Filipino Migrant Workers. Adv. Lang. Lit. — Stud. 10, — 2019. — Pp. 47–57.
- Nordquist R. n.d. What Is Pragmatic Competence? [WWW Document]. ThoughtCo. — URL <https://www.thoughtco.com/pragmatic-competence-1691653> (accessed 4.26.23).

Oshakbaeva Z.B. (2015). Tipologiya pragmaticheskogo znanija v usvoenii vtorogo jazyka [Typology of pragmatic knowledge in second language acquisition]. *Bulletin of KazNU Series Philological*. — 144.

Oxford R.L. (2006). Task-based language teaching and learning: An overview. *Asian EFL J.* 8.

Rivers W.P. (1996). *Self-Directed Language Learning and Third-Language Learner*.

Salkynbay A., Anarbekova U. (2020). Ways of Teaching Language With Modern Innovative Educational Technology. *Global Scientific Journal* 8. — 1406–1410.

Seydakhmetov M. (2021). Balasyn orys mektebine beretin kazaktar nege kobeyip zhatyr? [Why are Kazakhs sending their children to Russian schools increasing?] [WWW Document]. — URL <https://tilalemi.kz/article/2763>. — html (accessed 4.28.23).

Swain M. (1995). Three functions of output in second language learning. *Princ. Pract. Appl. Linguist. Stud.* Honor HG Widdowson. — 1995. — Pp. 125–144.

Tello Rueda Y. (2006). Developing Pragmatic Competence in a Foreign Language. *Colomb. Appl. Linguist. J.* — 2006. — Pp. 169–182.

Thomas J. (1983). Cross-cultural pragmatic failure. *Appl. — Linguist.* 4, — 91–112.

Yuldasheva D. (2019). The Ways of Formation the Discourse Competence on Students of Textile Spheres and Development in Critical Thinking at the Professional Foreign Language Lessons. *Int. J. Linguist. Lit. Transl. IJLLT*.

Zhanysbekova Sh. (2021). Zhogary synyp okushylarynyn pragmatikalyq quzyrettiligin kalypastyru turaly [About formation of pragmatic competence of high school students]. *Bulletin of KazNPU named after Abay "Pedagogical Sciences"* — Series 72, — 2021. — Pp. 207–214.

Zhanysbekova Sh.T., Syrlybaeva G.T. (2022). Okushylardyn communicative kuzyrettiligin arttyrudagy pragmatikalyq quzyrettiliktin roli [The role of pragmatic competence in improving students' communicative competence]. *Abay Atyndagy KazPU Khabarshysy Bulletin of KazNPU named after Abay "Pedagogical Sciences"* 76, — 2022. — Pp. 208–216.

МАЗМҰНЫ

ПЕДАГОГИКА

Б.Т. Абыканова, У.Т. Туленова, Ж.К. Салыкбаева, Али Чорух, А.А. Таугенбаева ШАҒЫН ЖИНАҚТЫ МЕКТЕП МҰҒАЛІМДЕРІНІҢ КӘСІБИЛІГІН ДАМУДЫҢ ШАРТЫ РЕТІНДЕ ПӘНДІК ҚҰЗЫРЕТТІЛІКТІ АРТТЫРУ.....	7
А. Әбілқасымов, Н. Жапашов, Н. Жұмабай, Е. Сандыбаев STEM ЖӘНЕ STEM ЕМЕС ПӘНДЕР МҰҒАЛІМДЕРІНІҢ ОҚУ ПРОЦЕСІНДЕ LESSON STUDY КӘСІБИ ДАМУ БАҒДАРЛАМАСЫН ҚОЛДАНУЫ.....	22
Р.У. Альменаева, Н.Д. Андреева, Р.Х. Курманбаев, Б.А. Досжанов БОЛАШАҚ БИОЛОГИЯ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ҚҰЗІРЕТТІЛІКТЕРІН МОБИЛЬДІ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ НЕГІЗІНДЕ ҚАЛЫПТАСТЫРУДЫҢ ЭКСПЕРИМЕНТТІК НӘТИЖЕЛЕРІ.....	33
Б. Анас, М. Скаков, Ш. Раманкулов, С. Есер «НАНОТЕХНОЛОГИЯ ЖӘНЕ НАНОМАТЕРИАЛДАР» ПӘНІНІҢ ОҚУ МАЗМҰНЫН ҚҰРУДЫҢ ҚАҒИДАЛАРЫ МЕН ОҚЫТУДЫҢ КЕЗЕҢДЕРІ.....	47
С.К. Асылбекова, А.Х. Давлетова, Г.Ф. Нурбекова, Ж.А. Беккожина, О.А. Айгунова ПЕДАГОГИКАЛЫҚ МОНИТОРИНГ ТЕХНОЛОГИЯСЫНЫҢ БІР БӨЛІГІ РЕТІНДЕ КӘСІПТІК БАҒДАР БЕРУ ЖҰМЫСЫ.....	58
Г.Ә. Әбенова ЖОҒАРЫ ОҚУ ОРНЫНДА НЕОЛОГИЗМДЕРДІ ОҚЫТУ.....	72
Ж.А. Байбатшаева, К.Т. Жанұзақова ЖОО-ДА ОРАЗБЕК СӘРСЕНБАЕВ ПРОЗАСЫН ИННОВАЦИЯЛЫҚ ӘДІС-ТӘСІЛДЕРМЕН ОҚЫТУ.....	85
А.К. Бакажанова, А.Е. Сагимбаева, Р.А. Шоканов БОЛАШАҚ ХИМИЯ МҰҒАЛІМДЕРІ ҮШІН ИННОВАЦИЯЛЫҚ ЦИФРЛЫҚ ҚҰРАЛДАРДЫ ПАЙДАЛАНА ОТЫРЫП ОҚЫТУДЫ ЖЕТІЛДІРУ.....	95
К.Г. Балгинбаева, Д. Муса ҚҰРАЛДЫ-ӘДІСТЕМЕЛІК ПЛАТФОРМА АРҚЫЛЫ МҰҒАЛІМДЕРДІҢ КӘСІБИ ДАҒДЫЛАРЫН ДАМУДЫҢ НЕГІЗГІ АСПЕКТІЛЕРІ.....	109
А.И. Булшекбаева, М.К. Сураншиева, З. Бейсембаева, Ж.Ж. Асанханова ПӘНАРАЛЫҚ ИНТЕГРАЦИЯ НЕГІЗІНДЕ БОЛАШАҚ ПЕДАГОГТЕРДІҢ ӘЛЕУМЕТТІК-ЭМОЦИОНАЛДЫ ОҚЫТУ (SEL) ДАҒДЫЛАРЫН ДАМУ ЕРЕКШЕЛІКТЕРІ.....	123
А.Х. Давлетова, А.Т. Назарова, А.Х. Касымов, Ж.Қ. Жалғасбекова, Р.Н. Шадиев ОҚЫТУДЫ САРАЛАУ ҮШІН ЦИФРЛЫҚ ОҚУ-ӘДІСТЕМЕЛІК КЕШЕНДІ ПАЙДАЛАНУ ӘДІСТЕМЕСІ.....	134
Р.А. Ельтинова, Ж.К. Нурбекова, К.М. Мухамедиева, Г.Ш. Нургазина, Ж.Б. Копеев ТОЛЫҚТЫРЫЛҒАН ШЫНАЙЫЛЫҚҚА ИНФОРМАТИКА МҰҒАЛІМІН ДАЯРЛАУДЫҢ МАЗМҰНЫ.....	149
Ш. Жанысбекова, Г. Сырлыбаева ҚАЗАҚ ТІЛІН ОҚЫТУ КЕЗІНДЕ ПРАГМАТИКАЛЫҚ ҚҰЗЫРЕТТІЛІКТІ ДАМУ: ОҚУШЫЛАРДА ҚАЛЫПТАСТЫРУДЫҢ ТИІМДІ ӘДІСТЕМЕЛЕРІН ЗЕРДЕЛЕУ.....	162
Ж.Е. Зулпыхар, А.Р. Серікбаева, Г.Ф. Нурбекова, Қ.У. Кариева, I.M. Sirojiddinova ЖЕЛЛІК ТЕХНОЛОГИЯЛАРДЫ ОҚЫТУДЫҢ ҚАЗІРГІ ЖАҒДАЙЫ.....	178
Б.З. Кенжегулов, Ж. Сайдолқызы, Р.Қ. Аманғалиева, Д.А. Ахметбай, Р. Schmidt ОРТА МЕКТЕП БАҒДАРЛАМАСЫНДАҒЫ КҮРДЕЛІ ТРИГОНОМЕТРИЯЛЫҚ ТЕНДЕУЛЕРДІ ЖАСАНДЫ ЖОЛДАРМЕН ШЕШУ ӘДІСТЕРІ.....	194
Г.Р. Кошанова, Э.А. Абдыкеримов, А.Б. Туркменбаев, Б.Т. Урбисина, А.С. Омуралиев ВИРТУАЛДЫ КОНСТРУКТОР ЖӘНЕ STEM-ТЕХНОЛОГИЯСЫ БІЛІМ АЛУШЫЛАРДЫҢ ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҒЫН ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ.....	212
А.А. Куралбаева, Г. Пилтен БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ОҚУ ҚЫЗЫҒУШЫЛЫҚТАРЫ МЕН ӘДЕТТЕРІН БАҒАЛАУ: ҚАЗАҚСТАН МЫСАЛЫНДА.....	231

Р. Салықов, М. Скаков, И. Усембаева, Ш. Раманкулов, А. Чорух ОҚЫТУДАҒЫ ПӘНАРАЛЫҚ STEAM ТЕХНОЛОГИЯСЫ: «ЭЛЕКТР ЖӘНЕ МАГНЕТИЗМ» БӨЛІМІН ОҚЫТУДЫҢ ФОРМАЛАРЫ МЕН ӨДІСТЕРІ.....	241
А.Ы. Сафарғалиева ПЕДАГОГИКАЛЫҚ БІЛІМ БЕРУДІ ДАМУ: НЕГІЗГІ ҰЛТТЫҚ ҚҰНДЫЛЫҚТАР.....	253
А. Сейтмуратов, А. Нұрғалиева, С. Меңліхожаева, Д. Жарылғапова, М. Парменова, Р.Ж. Мрзабаева, А.Б. Сакулова МАТЕМАТИКА МҰҒАЛІМДЕРІН КӘСІБИ ДАЯРЛАУ МАҚСАТЫНДА МАТЕМАТИКАЛЫҚ ҚҰРЫЛЫМДАРДЫ ОҚЫТУДЫҢ БОЛЖАМДЫҚ ҚҰЗЫРЕТТІЛІК МОДЕЛІ.....	269
М.К. Скаков, Т.Н. Далабаев, А. Чорух, М.М. Нуризинова БОЛАШАҚ ФИЗИКА МҰҒАЛІМДЕРІНІҢ ҒЫЛЫМИ-ЗЕРТТЕУШІЛІК ҚҰЗЫРЕТТІЛІКТЕРІН ҚАЛЫПТАСТЫРУДЫҢ ӨДІСТЕМЕЛІК НЕГІЗДЕРІ.....	283
Б. Тасұов, Н.А. Нисетбаева ОҚЫТУ ҮДЕРІСІНДЕ ЭЛЕКТРОНДЫ ОҚУЛЫҚТЫҢ ТИІМДІЛІГІ ЖӘНЕ ЕРЕКШЕЛІКТЕРІ.....	295
А.А. Таутенбаева, Г.М. Кусанов, Г.Турмуханова, Э. Куриэль-Марин, Б.Т. Абыканова ЗИЯТКЕРЛІК БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ ӨЛЕУМЕТТІК ЖЕЛІЛЕР МЕН ВЕБ-ҚАУЫМДАСТЫҚТАР.....	306
А.Т. Тулебаева, М.К. Айтимов, Ш.М. Майгелдиева, Н. Йылдыз, Г.Н., Диханбаева, А.Ш. Жүнісова СЫР ӨңІРІ АҚЫНДАРЫ ПОЭЗИЯСЫНДАҒЫ ФИЛОСОФИЯЛЫҚ-ДИДАКТИКАЛЫҚ САРЫНДАР МЕН ПЕДАГОГИКАЛЫҚ КӨЗҚАРАСТАР (Жүсіп Ешниязұлы шығармалары негізінде).....	324
Д.А. Шрымбай, Э.Т. Адылбекова, Х.И. Бұлбұл БОЛАШАҚ МҰҒАЛІМДЕРДІҢ КӘСІБИ ДАЙЫНДЫҒЫН ЖАППАЙ АШЫҚ ОНЛАЙН КУРС АРҚЫЛЫ ЖЕТІЛДІРУ МҰМКІНДІКТЕРІ.....	337

ЭКОНОМИКА

Б.Х. Айдосова, А.А. Макенова, А.Ж. Бухарбаева, Е.Ж. Ыдырыс, Н.С. Кусаева МІНЕЗ-ҚҰЛЫҚ ҚАРЖЫСЫНЫҢ ТЕОРИЯЛЫҚ ЖӘНЕ ӨДІСНАМАЛЫҚ НЕГІЗДЕРІ.....	349
Р.К. Арзикулова, Ж.А. Қуатбеков, С.Қ. Темірхан, Ш.И. Алимкулова, Ч. Нұрғалиева «ҚАЗМҰНАЙҒАЗ» ПРО-НЫҢ ҚАЗАҚСТАНДЫҚ НАРЫҚҚА ӨСЕРІ.....	366
А.Д.Асанова, Л.Ж. Аширбекова ҚР ЖЕРГІЛІКТІ ӨЗІН-ӨЗІ БАСҚАРУ ОРГАНДАРЫНЫҢ ЖҰМЫСЫНДАҒЫ АШЫҚТЫҚ	380
Ж.А. Бабажанова, А.А. Тапалова, А.Т. Мелекова, Н.А. Ибадильдин, Г.С. Мукина ӨМІР СҮРУ ДЕҢГЕЙІМЕН САПАЛЫ ӨМІР СҮРУ ДЕҢГЕЙІ ӨЛЕУМЕТТІК-ЭКОНОМИКАЛЫҚ ДАМУДЫҢ НЕГІЗГІ САНАТТАРЫ.....	390
А.Ә. Бодықова, Ж.Ш. Кыдырова, А.С. Шайнуров, А.Б. Алибекова, Э.Т. Темирбекова ОРТАЛЫҚ АЗИЯ ЕЛДЕРІНДЕГІ ЖОҒАРЫ БІЛІМГЕ АРНАЛҒАН МЕМЛЕКЕТТІК ШЫҒЫНДАР.....	408
А.К. Бакпаева, Г.А. Оспанова, Ж.К. Басшиева, К.Н. Тастанбекова, М.Н. Нургабылов, А.А. Нұрғалиева ЖАҢАҢДАНУДЫҢ АУЫЛШАРУАШЫЛЫҚ НАРЫҚТАРЫНА ЖӘНЕ ОНЫМЕН БАЙЛАНЫСТЫ САУДА ҚАТЫНАСТАРЫНА ӨСЕРІ.....	420
Э.С. Балапанова, А.К. Джусибалиева, З.У. Джубалиева, А.К. Адельбаева, С. Дырка АГРАРЛЫҚ ЭКСПОРТТЫҚ НАРЫҚТАРДЫ ДАМУ ТЕРСПЕКТИВАЛАРЫ.....	432
Б.М. Жұрынов ӨНЕРКӘСІП САЛАСЫНДАҒЫ ҚАЗАҚСТАННЫҢ ІРІ ҰЛТТЫҚ ХОЛДИНГТЕРІН БАСҚАРУДА ЖОБАЛЫҚ МЕНЕДЖМЕНТ ҚҰРАЛДАРЫН ҚОЛДАНУ.....	445
Ж.С. Булхаирова, А.Б. Темирова, Ш.Ж. Сейітжағыпарова, Ш.А. Капанова ҚАЗІРГІ КЕЗЕҢДЕ ҚАЗАҚСТАННЫҢ АУЫЛДЫҚ АУМАҚТАРЫН ОРНЫҚТЫ ДАМУ.....	469

Н.А. Гумар, Г.А. Саймагамбетова, Ш.Е. Шалбаева, Т.К. Жолдасбаева, Л.А. Попп ӨНІРЛІК ЭКОНОМИКАНЫҢ БӘСЕКЕЛЕСТІК АРТЫҚШЫЛЫҚТАРЫН БАҒАЛАУ ӨДІСТЕМЕЛЕРІН САЛЫСТЫРМАЛЫ ТАЛДАУ.....	482
З.О. Иманбаева, М.А. Токтарова, М.Ш. Күшенова, Р.К. Айтманбетова, Гиорги Абуселидзе АУЫЛШАРУАШЫЛЫҚ СЕКТОРЫНДА БЛОКЧЕЙН ТЕХНОЛОГИЯСЫН ҚОЛДАНУДЫҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ.....	498
А.Т. Исаева, Д.О. Онолтаев, М.Н. Нургабылов, Н.Н. Чуприна, М.Т. Баева ҚАЗІРГІ ЭКОНОМИКАДАҒЫ МЕМЛЕКЕТТІК РЕТТЕУДІҢ РӨЛІ.....	513
Ғ.Е. Керімбек, А.Ж. Машаева, А.Ш. Алимбетов, Г.К. Мусаева, Г.А. Куаналиева ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ТРАНЗИТТІК-КӨЛІК САЛАСЫНЫҢ ДАМУ ЖАҒДАЙЫ ЖӘНЕ ЭКОНОМИКАЛЫҚ-ҚҰҚЫҚТЫҚ НЕГІЗДЕРІ.....	528
А.П. Коваль, А.Б. Бекмагамбетов, Л.М. Шаяхметова, Ш.Т. Айтимова АҚШ ПЕН КАНАДА МЫСАЛЫН ҚОЛДАНА ОТЫРЫП, ЭКОНОМИКАЛЫҚ ҚЫЗМЕТТЕГІ ӨНДІРІСТІК ЖӘНЕ САҚТАНДЫРУ ТӘУЕКЕЛДЕРІНІҢ ЖІКТЕЛУІНЕ САЛЫСТЫРМАЛЫ ТАЛДАУ.....	542
А.Т. Көкенова, А.Р. Шалбаева, И.Ю. Хан, К.К. Байғабулова, А.О.Демеубаева ТҰРАҚТЫ ДАМУ ЖАҒДАЙЫНДА АӨК ДАМУЫН БАСҚАРУДЫҢ ӨНІРЛІК СТРАТЕГИЯЛАРЫН ЗЕРТТЕУ.....	558
М.А. Меккин, Т.С. Куракбаева, С.К. Серикбаев, Ж.К. Кайрлиева, Б.С. Құлбай ПОСТКЕҢЕСТІК ЕЛДЕРДЕГІ СЫРТҚЫ ЭКОНОМИКАЛЫҚ ҚЫЗМЕТТІ МЕМЛЕКЕТТІК РЕТТЕУ ЖҮЙЕСІН ЖЕТІЛДІРУ.....	573
Е.Т. Мендіқұл, К.А. Утегенова, Н.Қ. Шекен, Д.А. Бекешева, А.Ж. Машаева ҚАЗАҚСТАННЫҢ КҮРІШ ШАРУАШЫЛЫҒЫ ӨНІРІНДЕ ЛОГИСТИКА ЖҮЙЕСІН ҚҰРУ ХАЛЫҚАРАЛЫҚ САУДАНЫ ДАМУ ФАКТОРЫ РЕТІНДЕ.....	588
Б.Б. Мубаракова, Д.С. Уразалимова, А.Ж. Мүсина, Ж. Байшукурова, Р.С. Якудина ШАҒЫН ЖӘНЕ ОРТА КӘСІПКЕРЛІКТІ ДАМУ ҚР ЖҰМЫСПЕН ҚАМТУ ДЕҢГЕЙІН ЖОҒАРЫЛАТУДЫҢ ФАКТОРЫ РЕТІНДЕ.....	603
Г.Б. Нұрлихина, М.А. Мұкин, С.К. Сәрикбаев, Б.С. Құлбай, С.Т. Исағалиев ҚАЗАҚСТАН МЕН РЕСЕЙ АРАСЫНДАҒЫ КҮП ЖАҚТЫ ЫНТЫМАҚТАСТЫҚТЫҢ ЖАҒДАЙЫ МЕН БҮЛАСАҒЫ.....	618
К.Б. Сатымбекова, М.У. Даурбаева, В.М. Карибов, А.Т. Райымбекова, Б.Ж. Корпалиева, И. Узун, А.А. Куралбаев КОМПАНИЯДА АҚША ҚАРАЖАТТАРЫНЫҢ ҚОЗҒАЛЫСЫ ЖӨНІНДЕГІ ЕСЕПТІЛІКТІҢ ҚҰРЫЛЫМЫ ЖӘНЕ ОНЫ ТАЛДАУДЫҢ НЕГІЗДЕРІ.....	636
А. Серікқызы, Ә.С. Бақтымбет, С.С. Бақтымбет ЕЛДІҢ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІГІН ҚАМТАМАСЫЗ ЕТУ ШАРТТАРЫНДА АДАМИ КАПИТАЛДЫҢ ЖАҒДАЙЫН БАҒАЛАУ.....	650
К.Н. Тастанбекова, А.М. Сапарбаева, С.А. Файзуллина, А.Е. Сарсенова, А.Т. Исаева, Хафез Абдо ҚАЗАҚСТАНДАҒЫ ИНФЛЯЦИЯЛЫҚ ПРОЦЕСТІҢ ЕРЕКШЕЛІКТЕРІ МЕН ӘЛЕУМЕТТІК-ЭКОНОМИКАЛЫҚ САЛДАРЫ.....	665
З.М. Турсынқұлова, Л.А. Омарбакиев, А.Ж. Тулеева, А.У. Абишова САЛЫҚ САЯСАТЫНЫҢ ҚАЗАҚСТАН ХАЛҚЫНЫҢ ӨМІР СҰРУ ДЕҢГЕЙІН АРТТЫРУҒА ӘСЕРІ.....	680
Н.А. Урузбаева, Ж.А. Бекмурзаева, Раб Наваз Лодхи МАҢҒЫСТАУ ОБЛЫСЫНЫҢ АЙМАҚТЫҚ ТУРИСТІК ӨНІМІН ҚАЛЫПТАСТЫРУ: ҚҰРЫЛЫМДЫҚ ТӘСІЛ.....	693
Л.М. Сембиева, Н. Шмиголь, Ж.А. Шанайбаева, Г.К. Бекбүсинова, Ә.Ж. Исмаилова СЫРТҚЫ МЕМЛЕКЕТТІК АУДИТ ОРГАНДАРЫНЫҢ САРАПТАМАЛЫҚ-ТАЛДАМАЛЫҚ ҚЫЗМЕТІН РЕФОРМАЛАУДЫҢ ЖЕКЕЛЕГЕН АСПЕКТІЛЕРІ.....	709

СОДЕРЖАНИЕ

ПЕДАГОГИКА

Б.Т. Абыканова, У.Т. Туленова, Ж.К. Салыкбаева, Али Чорух, А.А. Таутенбаева ПОВЫШЕНИЕ ПРЕДМЕТНЫХ КОМПЕТЕНЦИЙ КАК УСЛОВИЕ РАЗВИТИЯ ПРОФЕССИОНАЛИЗМА ПЕДАГОГОВ МАЛОКОМПЛЕКТНЫХ ШКОЛ.....	7
А. Абилкасымова, Н. Жапашов, Н. Жумабай, Е. Сандыбаев ИСПОЛЬЗОВАНИЕ ПРОГРАММЫ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ LESSON STUDY УЧИТЕЛЯМИ, ПРЕПОДАЮЩИМИ И НЕ ПРЕПОДАЮЩИМИ STEM.....	22
Р.У. Альменаева, Н.Д. Андреева, Р.Х. Курманбаев, Б.А. Досжанов ЭКСПЕРИМЕНТАЛЬНЫЕ РЕЗУЛЬТАТЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ БИОЛОГИИ НА ОСНОВЕ ИСПОЛЬЗОВАНИЯ МОБИЛЬНЫХ ТЕХНОЛОГИЙ.....	33
Б. Анас, М. Скаков, Ш. Раманкулов, С. Есер ПРИНЦИПЫ ПОСТРОЕНИЯ УЧЕБНОГО СОДЕРЖАНИЯ ДИСЦИПЛИНЫ «НАНОТЕХНОЛОГИИ И НАНОМАТЕРИАЛЫ» И ЭТАПЫ ОБУЧЕНИЯ.....	47
С.К. Асылбекова, А.Х. Давлетова, Г.Ф. Нурбекова, Ж.А. Беккожина, О.А. Айгунова ПРОФОРИЕНТАЦИОННАЯ РАБОТА КАК ЧАСТЬ ТЕХНОЛОГИИ ПЕДАГОГИЧЕСКОГО МОНИТОРИНГА.....	58
Г.А. Абенова ПРЕПОДАВАНИЕ НЕОЛОГИЗМОВ В ВЫСШЕМ ОБРАЗОВАНИИ.....	72
Ж.А. Байбатшаева, К.Т. Жанузакова ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ПОДХОДОВ К ПРЕПОДАВАНИЮ ПРОЗЫ ОРАЗБЕКА САРСЕНБАЕВА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ.....	85
А.К. Бакажанова, А.Е. Сагимбаева, Р.А. Шоқанов СОВЕРШЕНСТВОВАНИЕ ХИМИЧЕСКОГО ОБРАЗОВАНИЯ: КОМПЛЕКСНАЯ ИНТЕГРАЦИЯ ИННОВАЦИОННЫХ ЦИФРОВЫХ ИНСТРУМЕНТОВ ДЛЯ БУДУЩИХ УЧИТЕЛЕЙ ХИМИИ.....	95
Г.О. Беркинбаева, Ж.Б. Чилдибаев ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ НА ОСНОВЕ ГЕОГРАФИЧЕСКОЙ ОСОБЕННОСТИ ИЛЕ-АЛАТАУСКОГО НАЦИОНАЛЬНОГО ПАРКА.....	109
К.Г. Балгинбаева, Д. Муса РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ УЧИТЕЛЕЙ ЧЕРЕЗ ИНСТРУМЕНТАЛЬНО- МЕТОДИЧЕСКУЮ ПЛАТФОРМУ: КЛЮЧЕВЫЕ АСПЕКТЫ.....	123
А.Х. Давлетова, А.Т. Назарова, А.Х. Касымова, Ж.К. Жалгасбекова, Р.Н. Шадиев МЕТОДИКА ИСПОЛЬЗОВАНИЯ ЦИФРОВОГО УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА ПРИ ДИФФЕРЕНЦИАЦИИ ОБУЧЕНИЯ.....	134
Р.А. Ельгинова, Ж.К. Нурбекова, К.М. Мухамедиева, Г.Ш. Нургазиева, Ж.Б. Копеев СОДЕРЖАНИЕ ПОДГОТОВКИ УЧИТЕЛЯ ИНФОРМАТИКИ ПО ДОПОЛНЕННОЙ РЕАЛЬНОСТИ.....	149
Ш. Жанысбекова, Г.Сырлыбаева РАЗВИТИЕ ПРАГМАТИЧЕСКИХ КОМПЕТЕНЦИЙ ПРИ ПРЕПОДАВАНИИ КАЗАХСКОГО ЯЗЫКА: ИЗУЧЕНИЕ ЭФФЕКТИВНЫХ МЕТОДИК ФОРМИРОВАНИЯ У УЧАЩИХСЯ.....	162
Ж.Е. Зулпыхар, А.Р. Серикбаева, Г.Ф. Нурбекова, К.У. Кариева, И.М. Сирожиждинова СОВРЕМЕННОЕ СОСТОЯНИЕ ОБУЧЕНИЯ СЕТЕВЫМ ТЕХНОЛОГИЯМ.....	178
Б.З. Кенжегулов, Ж. Сайдолкызы, Р.Қ. Амангалиева, Д.А. Ахметбай, Р. Schmidt МЕТОДЫ РЕШЕНИЯ СЛОЖНЫХ ТРИГОНОМЕТРИЧЕСКИХ УРАВНЕНИЙ ИСКУССТВЕННЫМИ ПУТЯМИ В ПРОГРАММЕ СРЕДНЕЙ ШКОЛЫ.....	194

Г.Р. Кошанова, Э.А. Абдыкеримова, А.Б. Туркменбаев, Б.Т. Урбисина, А.С. Омуралиев ВИРТУАЛЬНЫЙ КОНСТРУКТОР И СТЕМ-ТЕХНОЛОГИЯ КАК СРЕДСТВО ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ ОБУЧАЮЩИХСЯ.....	212
А.А. Куралбаева, Г. Пилтен ОЦЕНКА ЧИТАТЕЛЬСКИХ ИНТЕРЕСОВ И ПРИВЫЧЕК БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ: НА ПРИМЕРЕ КАЗАХСТАНА.....	231
Р. Салыков, М. Скаков, И. Усембаева, Ш. Раманкулов, А. Чорух МЕЖДИСЦИПЛИНАРНАЯ ТЕХНОЛОГИЯ STEAM В ОБУЧЕНИИ: ФОРМЫ И МЕТОДЫ ПРЕПОДАВАНИЯ РАЗДЕЛА «ЭЛЕКТРИЧЕСТВО И МАГНЕТИЗМ».....	241
А.Ы. Сафаргалиева РАЗВИТИЕ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ: БАЗОВЫЕ НАЦИОНАЛЬНЫЕ ЦЕННОСТИ.....	253
А. Сейтмуратов, А. Нургалиева, С. Менлихожаева, Д. Жарылгапова, М. Парменова, Р.Ж. Мрзабаева, А.Б. Сакулова МОДЕЛЬ ПРОГНОЗИРОВАННОЙ КОМПЕТЕНЦИИ МАТЕМАТИЧЕСКИХ СТРУКТУР ДЛЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ МАТЕМАТИКИ.....	269
М.К. Скаков, Т.Н. Далабаев, А. Чорух, М.М. Нуризинова МЕТОДИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ НАУЧНО-ИССЛЕДОВАТЕЛЬСКИХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ ФИЗИКИ.....	283
Б. Тасуов, Н.А. Ниембаева ЭФФЕКТИВНОСТЬ И ОСОБЕННОСТИ ЭЛЕКТРОННОГО УЧЕБНИКА В ПРОЦЕССЕ ОБУЧЕНИЯ.....	295
А.А.Таутенбаева, Г.М. Кусанов, Г.Б. Турмуханова, Ясмина Войводич, Б.Т. Абыканова СОЦИАЛЬНЫЕ СЕТИ И ВЕБ-СООБЩЕСТВА В ИНТЕЛЛЕКТУАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЕ.....	306
А.Т. Тулебаева, М.К. Айтимов, Ш.М. Майгелдиева, Н. Йылдыз, Г.Н., Диханбаева, А.Ш. Жүнісова ФИЛОСОФСКО-ДИДАКТИЧЕСКИЕ МОТИВЫ И ПЕДАГОГИЧЕСКИЕ ВЗГЛЯДЫ В ТВОРЧЕСТВЕ ПОЭТОВ ЗЕМЛИ СЫРА (НА МАТЕРИАЛЕ ПРОИЗВЕДЕНИЙ ЖУСИПА ЕШНИЯЗУЛЫ).....	324
Д.А. Шрымбай, Э.Т. Адылбекова, Х.И. Бюльбюль ВОЗМОЖНОСТИ СОВЕРШЕНСТВОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ЧЕРЕЗ МАССОВЫЙ ОТКРЫТЫЙ ОНЛАЙН-КУРС.....	337
ЭКОНОМИКА	
Б.Х. Айдосова, А.А. Макенова, А.Ж. Бухарбаева, Е.Ж. Ыдырыс, Н.С. Кусаева ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПОВЕДЕНЧЕСКИХ ФИНАНСОВ.....	349
Р.К. Арзикулова, Ж.А. Куатбеков, С.К. Темирхан, Ш.И. Алимкулова, Ч. Нургалиева ВЛИЯНИЕ ИРО «КАЗМУНАЙГАЗ» НА РЫНОК КАЗАХСТАНА.....	366
А.Д. Асанова, Л.Ж. Аширбекова ТРАНСПАРЕНТНОСТЬ И ОТКРЫТОСТЬ В РАБОТЕ ОРГАНОВ МЕСТНОГО САМОУПРАВЛЕНИЯ РК.....	380
Ж.А. Бабажанова, А.А. Тапалова, А.Т. Мелекова, Н.А. Ибадильдин, Г.С. Мукина ПРОБЛЕМЫ ПОВЫШЕНИЯ КАЧЕСТВА И УРОВНЯ ЖИЗНИ НАРОДА – ПРИОРИТЕТНЫЙ ФАКТОР НАЦИОНАЛЬНОЙ ЭКОНОМИКИ.....	390
А.А. Бодыкова, Ж.Ш. Кыдырова, А.С. Шайнуров, А.Б. Алибекова, Э.Т. Темирбекова ГОСУДАРСТВЕННЫЕ РАСХОДЫ НА ВЫСШЕЕ ОБРАЗОВАНИЕ В СТРАНАХ ЦЕНТРАЛЬНОЙ АЗИИ.....	408
А.К. Бакпаева, Г.А. Оспанова, Ж.К. Басшиева, К.Н. Тастанбекова, М.Н. Нургабылов, А.А. Нургалиева ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ НА СЕЛЬСКОХОЗЯЙСТВЕННЫЕ РЫНКИ И СВЯЗАННЫЕ С НИМИ ТОРГОВЫЕ ОТНОШЕНИЯ.....	420

Э.С. Балапанова, А.К. Джусибалиева, З.У. Джубалиева, А.К. Адельбаева, С. Дырка ПЕРСПЕКТИВЫ РАЗВИТИЯ АГРАРНЫХ ЭКСПОРТНЫХ РЫНКОВ.....	432
Б.М. Журынов, ПРИМЕНЕНИЕ ИНСТРУМЕНТОВ ПРОЕКТНОГО МЕНЕДЖМЕНТА В УПРАВЛЕНИИ КРУПНЫХ НАЦИОНАЛЬНЫХ ХОЛДИНГОВ КАЗАХСТАНА В СФЕРЕ ПРОМЫШЛЕННОСТИ.....	445
Ж.С. Булхайрова, А.Б. Темирова, Ш.Ж. Сейтжагипарова, Ш.А. Капанова УСТОЙЧИВОЕ РАЗВИТИЕ СЕЛЬСКИХ ТЕРРИТОРИЙ КАЗАХСТАНА НА СОВРЕМЕННОМ ЭТАПЕ.....	469
Н.А. Гумар, Г.А. Саймагамбетова, Ш.Е. Шалбаева, Т.К. Жолдасбаева, Л.А. Попп СРАВНИТЕЛЬНЫЙ АНАЛИЗ МЕТОДИК ОЦЕНКИ КОНКУРЕНТНЫХ ПРЕИМУЩЕСТВ РЕГИОНАЛЬНОЙ ЭКОНОМИКИ.....	482
З.О. Иманбаева, М.А. Токтарова, М.Ш. Кушенова, Р.К. Айтманбетова, Абуселидзе Гиорги ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ПРИМЕНЕНИЯ ТЕХНОЛОГИИ БЛОКЧЕЙН В СЕЛЬСКОХОЗЯЙСТВЕННОМ СЕКТОРЕ.....	498
А.Т. Исаева, Д.О. Онолтаев, М.Н. Нургабылов, Н.Н. Чуприна, М.Т. Баева РОЛЬ ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ В СОВРЕМЕННОЙ ЭКОНОМИКЕ.....	513
Г.Е. Керимбек, А.Ж. Машаева, А.Ш. Алимбетов, Г.К. Мусаева, Г.А. Куаналиева СОСТОЯНИЕ РАЗВИТИЯ И ЭКОНОМИКО-ПРАВОВЫЕ ОСНОВЫ ТРАНЗИТНО-ТРАНСПОРТНОЙ ОТРАСЛИ РЕСПУБЛИКИ КАЗАХСТАН.....	528
А.П. Коваль, А.Б. Бекмагамбетов, Л.М. Шаяхметова, Ш.Т. Айтимова СРАВНИТЕЛЬНЫЙ АНАЛИЗ КЛАССИФИКАЦИИ ПРОИЗВОДСТВЕННЫХ И СТРАХОВЫХ РИСКОВ В ЭКОНОМИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ НА ПРИМЕРЕ США И КАНАДЫ.....	542
А.Т. Кокенова, А.Р. Шалбаева, И.Ю. Хан, К.К. Байгабулова, А.О. Демеубаева ИССЛЕДОВАНИЕ РЕГИОНАЛЬНЫХ СТРАТЕГИЙ УПРАВЛЕНИЯ РАЗВИТИЕМ АПК В УСЛОВИЯХ УСТОЙЧИВОГО РАЗВИТИЯ.....	558
М.А. Мекин, Т.С. Куракбаева, С.К. Серикбаев, Ж.К. Кайрлиева, Б.С. Кулбай СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ ВНЕШНЕЭКОНОМИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ПОСТСОВЕТСКИХ СТРАНАХ (НА ПРИМЕРЕ КАЗАХСТАНА).....	573
Е.Т. Мендикул, К.А. Утегенова, Н.К. Шекен, Д.А. Бекешева, А.Ж. Машаева СОЗДАНИЕ СИСТЕМЫ ЛОГИСТИКИ В РИСОВОДЧЕСКОМ РЕГИОНЕ КАЗАХСТАНА КАК ФАКТОР РАЗВИТИЯ МЕЖДУНАРОДНОЙ ТОРГОВЛИ.....	588
Б.Б. Мубаракова, Д.С. Уразалимова, А.Ж. Мусина, Ж. Байшукурова, Р.С. Якудина РАЗВИТИЕ МАЛОГО И СРЕДНЕГО ПРЕДПРИНИМАТЕЛЬСТВА КАК ФАКТОР ПОВЫШЕНИЯ УРОВНЯ ЗАНЯТОСТИ РК.....	603
Г.Б. Нурлихина, М.А. Мекин, С.К. Серикбаев, Б.С. Кулбай, С.Т. Исагалиев СОСТОЯНИЕ И ПЕРСПЕКТИВЫ МНОГОСТОРОННЕГО ЭКОНОМИЧЕСКОГО СОТРУДНИЧЕСТВА КАЗАХСТАНА И РОССИИ.....	618
К.Б. Сатымбекова, М.У. Даурбаева, В.М. Карибов, А.Т. Райымбекова, Б.Ж. Корпалиева, И. Узун, А.А. Куралбаев СТРУКТУРА ОТЧЕТНОСТИ ПО ДВИЖЕНИЮ ДЕНЕЖНЫХ СРЕДСТВ В КОМПАНИИ И ОСНОВЫ ЕЕ АНАЛИЗА.....	636
А. Сериккызы, А.С. Бактымбет, С.С. Бактымбет ВЛИЯНИЕ ЧЕЛОВЕЧЕСКОГО КАПИТАЛА НА УРОВЕНЬ КОНКУРЕНТОСПОСОБНОСТИ НАЦИОНАЛЬНОЙ ЭКОНОМИКИ.....	650
К.Н. Тастанбекова, А.М. Сапарбаева, С.А. Файзуллина, А.Е. Сарсенова, А.Т. Исаева, Хафез Абдо ОСОБЕННОСТИ И СОЦИАЛЬНО-ЭКОНОМИЧЕСКИЕ ПОСЛЕДСТВИЯ ИНФЛЯЦИОННОГО ПРОЦЕССА В КАЗАХСТАНЕ.....	665

З.М. Турсынкулова, Л.А. Омарбакиев, А.Ж. Тулеева, А.У. Абишова ВЛИЯНИЕ НАЛОГОВОЙ ПОЛИТИКИ НА ПОВЫШЕНИЕ УРОВНЯ ЖИЗНИ НАСЕЛЕНИЯ КАЗАХСТАНА.....	680
Н.А. Урузбаева, Ж.А. Бекмурзаева, Раб Наваз Лодхи ФОРМИРОВАНИЕ РЕГИОНАЛЬНОГО ТУРИСТСКОГО ПРОДУКТА МАНГИСТАУСКОЙ ОБЛАСТИ: СТРУКТУРНЫЙ ПОДХОД.....	693
Л.М. Сембиева, Н. Шмиголь, Ж.А. Шанайбаева, Г.К. Бекбусинова, А.Ж. Исмаилова ОТДЕЛЬНЫЕ АСПЕКТЫ РЕФОРМИРОВАНИЯ ЭКСПЕРТНО-АНАЛИТИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ ОРГАНОВ ВНЕШНЕГО ГОСУДАРСТВЕННОГО АУДИТА.....	709

CONTENTS PEDAGOGYR

B.T. Abykanova, U.T. Tulenova, Zh.K. Salykbayeva, A. Çoruh, A.A. Tautenbayeva INCREASING SUBJECT COMPETENCIES AS A CONDITION FOR DEVELOPING THE TEACHERS' PROFESSIONALISM IN SMALL CLASS SCHOOLS.....	7
A. Abylkassymova, N. Japashov, N. Zhumabay, E. Sandybayev USE OF THE LESSON STUDY PROFESSIONAL DEVELOPMENT PROGRAM BY BOTH STEM AND NON-STEM TEACHERS IN THE EDUCATIONAL PROCESS.....	22
R.U. Almenayeva, N.D. Andreeva, R.H. Kurmanbayev, B.A. Doszhanov EXPERIMENTAL RESULTS OF THE FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE BIOLOGY TEACHERS BASED ON THE USE OF MOBILE TECHNOLOGIES.....	33
B. Anas, M. Skakov, Sh. Ramankulov, S. Eser PRINCIPLES OF CONSTRUCTION OF THE EDUCATIONAL CONTENT OF THE DISCIPLINE «NANOTECHNOLOGY AND NANOMATERIALS» AND STAGES OF TRAINING.....	47
S.K. Assylbekova, A.Kh. Davletova, G. Nurbekova, Zh.A. Bekkozshina, O.A. Aigunova CAREER GUIDANCE WORK AS PART OF THE TECHNOLOGY OF PEDAGOGICAL MONITORING.....	58
G.A. Abenova TEACHING NEOLOGISMS IN HIGHER EDUCATION.....	72
Zh.A. Baibatshayeva, K.T. Zhanuzakova APPLYING INNOVATIVE APPROACHES TO THE TEACHING OF ORAZBEK SARSENBAYEV'S PROSE IN HIGHER EDUCATION INSTITUTIONS.....	85
A.K. Bakazhanova, A.E. Sagimbaiyeva, R.A. Shokanov IMPROVING CHEMISTRY EDUCATION: COMPREHENSIVE INTEGRATION OF INNOVATIVE DIGITAL TOOLS FOR FUTURE CHEMISTRY TEACHERS.....	95
K.G. Balginbayeva, D. Mussa DEVELOPMENT OF PROFESSIONAL SKILLS OF TEACHERS THROUGH AN INSTRUMENTAL AND METHODOLOGICAL PLATFORM: KEY ASPECTS.....	109
A. Bulshekbayeva, M. Suranshieva, Z. Beisembayeva, Zh. Asanhanova FEATURES OF THE DEVELOPMENT OF SOCIAL-EMOTIONAL LEARNING (SEL) SKILLS OF FUTURE TEACHERS BASED ON INTERDISCIPLINARY INTEGRATION.....	123
A.Kh. Davletova, A.T. Nazarova, A.Kh. Kassymova, Zh.K. Zhalgasbekova, R.N. Shadiev METHODOLOGY FOR USING A DIGITAL EDUCATIONAL AND METHODOLOGICAL COMPLEX FOR DIFFERENTIATION OF TRAINING.....	134
R.A. Yeltinova, Zh.K. Nurbekova, K.M. Mukhamediyeva, G.Sh. Nurgazinova, Zh.B. Kopeyev CONTENT OF TRAINING A TEACHER OF INFORMATICS IN AUGMENTED REALITY.....	149
Sh. Zhanysbekova, G. Syrlybayeva DEVELOPING PRAGMATIC COMPETENCIES IN KAZAKH LANGUAGE TEACHING: EXPLORING EFFECTIVE METHODOLOGIES FOR STUDENT FORMATION.....	162
Zh.E. Zulpykhar, A.R. Serikbayeva, G. Nurbekova, K.U. Kariyeva, I.M. Sirojiddinova THE CURRENT STATE OF NETWORK TECHNOLOGY EDUCATION.....	178
B.Z. Kenzhegulov, Zh. Saidolkyzy, R.K. Amangaliyeva, D.A. Akhmetbay, P. Schmidt METHODS OF SOLVING COMPLEX TRIGONOMETRIC EQUATIONS IN ARTIFICIAL WAYS IN THE SECONDARY SCHOOL PROGRAM.....	194
G.R. Kochshanova, E.A. Abdykerimova, A.B. Turkmenbayev, B.T. Urbisinova, A.S. Omuraliev VIRTUAL CONSTRUCTOR AND STEM TECHNOLOGY AS A MEANS OF FORMING FUNCTIONAL LITERACY OF STUDENTS.....	212
A. Kuralbayeva, G. Pilten EVALUATION OF READING INTEREST AND HABITS OF PROSPECTIVE PRIMARY SCHOOL TEACHERS: THE CASE OF KAZAKHSTAN.....	231

R. Salykov, M. Skakov, I. Usembayeva, Sh. Ramankulov, A. Choruh INTERDISCIPLINARY STEAM TECHNOLOGY IN TEACHING: FORMS AND METHODS OF TEACHING THE SECTION «ELECTRICITY AND MAGNETISM».....	241
A.Y. Safargaliyeva DEVELOPMENT OF PEDAGOGICAL EDUCATION: BASIC NATIONAL VALUES.....	253
A. Seitmuratov, A. Nurgalieva, S. Menlikozhaeva, D. Zharylgapova, M. Parmenova, R.Zh. Mrzabayeva, A.B. Sakulova MODEL OF PREDICTIVE COMPETENCE OF MATHEMATICAL STRUCTURES FOR PROFESSIONAL TRAINING OF MATHEMATICS TEACHERS.....	269
M.K. Skakov, T.N. Dalabayev, A. Choruh, M.M. Nurizinova THE METHODOLOGICAL FOUNDATIONS FOR DEVELOPING THE SCIENTIFIC RESEARCH COMPETENCIES OF FUTURE PHYSICS TEACHERS.....	283
B. Tassuov, N.A. Niyetbayeva EFFECTIVENESS AND FEATURES OF AN ELECTRONIC TEXTBOOK IN THE LEARNING PROCESS.....	295
A.A. Tautenbayeva, G.M. Kussainov, G.B. Turmukhanova, E. Curiel-Marin, B.T. Abykanova SOCIAL NETWORKS AND WEB COMMUNITIES IN AN INTELLIGENT EDUCATIONAL SYSTEM.....	306
A.T. Tulebayeva, M.K. Aitimov, Sh.M. Maigeldiyeva, N. Yulduz, G.N. Dikhanbayeva, A.Sh. Zhunissova PHILOSOPHICAL AND DIDACTIC MOTIVES AND PEDAGOGICAL VIEWS IN THE WORKS OF THE POETS OF THE LAND OF SYR (based on the works of Zhusip Yeshniyazuly).....	324
D. Shrymbay, E. Adylbekova, H.I. Bulbul OPPORTUNITIES TO IMPROVE THE PROFESSIONAL TRAINING OF FUTURE TEACHERS THROUGH A MASSIVE OPEN ONLINE COURSE.....	337

EKONOMICS

B.Kh. Aidosova, A.A. Makenova, A.Zh. Bukharbaeva, E.Zh. Ydyrys, N.S. Kusaeva THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF BEHAVIORAL FINANCE.....	349
R. Arzikulova, Zh. Kuatbekov, S. Temirkhan, Sh. Alimkulova, Ch. Nurgaliyeva THE IMPACT OF «KAZMUNAYGAS» ON THE MARKET OF KAZAKHSTAN.....	366
A.D. Assanova, L.Zh. Ashirbekova TRANSPARENCY AND OPENNESS IN THE FUNCTIONING OF LOCAL SELF-GOVERNMENT AUTHORITIES IN KAZAKHSTAN.....	380
Zh. Babazhanova, A.A. Tapalova, A.T. Melekova, N. Ibadildin, G. Mukina PROBLEMS OF INCREASING THE QUALITY AND STANDARD OF LIFE OF THE PEOPLE – A PRIORITY FACTOR OF THE NATIONAL ECONOMY.....	390
A. Bodykova, Zh. Kydyrova, A. Shainurov, A. Alibekova, E. Temirbekova GOVERNMENT SPENDING ON HIGHER EDUCATION IN CENTRAL ASIAN COUNTRIES.....	408
A. Bakpayeva, G. Ospanova, Zh. Bashieva, K. Tastanbekova, M. Nurgabylov, A. Nurgaliyeva THE IMPACT OF GLOBALIZATION ON AGRICULTURAL MARKETS AND RELATED TRADE RELATIONS.....	420
E. Balapanova, A. Jussibaliyeva, Z. Dzhubaliev, A. Adelbayeva, Dyrka Stefan PROSPECTS FOR THE DEVELOPMENT OF AGRICULTURAL EXPORT MARKETS.....	432
B.M. Zhurynov APPLICATION OF PROJECT MANAGEMENT TOOLS IN THE MANAGEMENT OF LARGE NATIONAL HOLDINGS OF KAZAKHSTAN IN THE FIELD OF INDUSTRY.....	445
Zh. Bulkhairova, A. Temirova, Sh. Seitzhagyparova, Sh. Kapanova SUSTAINABLE DEVELOPMENT OF RURAL AREAS IN KAZAKHSTAN AT THE PRESENT STAGE.....	469

N. Gumar, G. Saimagambetova, Sh. Shalbaeva, T. Zholdasbaeva, L. Popp COMPARATIVE ANALYSIS OF METHODS FOR ASSESSING THE COMPETITIVE ADVANTAGES OF THE REGIONAL ECONOMY.....	482
Z. Imanbayeva, M. Toktarova, M. Kushenova, R. Aitmanbetova, George Abuselide THEORETICAL ASPECTS OF THE APPLICATION OF BLOCKCHAIN TECHNOLOGY IN THE AGRICULTURAL SECTOR.....	498
A. Issaeva, D. Onaltayev, M. Nurgabylov, N. Chupryna, M. Bayetova THE ROLE OF YOUTH NON-GOVERNMENTAL THE ROLE OF STATE REGULATION IN THE MODERN ECONOMY.....	513
G. Kerimbek, A. Mashayeva, A. Alimbetov, G. Mussaeva, G. Kuanaliyeva STATE OF DEVELOPMENT AND ECONOMIC-LEGAL FOUNDATIONS OF THE TRANSIT-TRANSPORT SECTOR OF THE REPUBLIC OF KAZAKHSTAN.....	528
A. Koval, A. Bekmagambetov, L. Shayakhmetova, Sh. Aitimova COMPARATIVE ANALYSIS OF THE CLASSIFICATION OF INDUSTRIAL AND INSURANCE RISK IN ECONOMIC ACTIVITY USING THE EXAMPLE OF THE USA AND CANADA.....	542
A.T. Kokenova, A.R. Shalbayeva, I.Yu. Khan, K.K. Baigabulova, A.O. Demeubaeva THE STUDY OF REGIONAL STRATEGIES FOR MANAGING THE DEVELOPMENT OF AGRICULTURE IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT.....	558
M. Mekin, T. Kurakbaeva, S. Serikbaev, Zh. Kairlieva, B. Kulbay IMPROVING THE SYSTEM OF STATE REGULATION OF FOREIGN ECONOMIC ACTIVITIES IN POST-SOVIET COUNTRIES.....	573
Y.T. Mengdikul, K.A. Utegenova, N.K. Sheken, D.A. Bekesheva, A.Z. Mashayeva CREATION OF A LOGISTICS SYSTEM IN THE RICE GROWING REGION OF KAZAKHSTAN AS A FACTOR IN THE DEVELOPMENT OF INTERNATIONAL TRADE.....	588
B. Mubarakova, D. Urazalimova, A. Mussina, Z. Baishukurova, R. Yakudina DEVELOPMENT OF SMALL AND MEDIUM ENTERPRISE AS A FACTOR OF INCREASING THE LEVEL OF EMPLOYMENT IN THE RK.....	603
G. Nurlikhina, M. Mekin, S. Serikbaev, B. Kulbay, S. Isagaliev STATE AND PROSPECTS OF MULTILATERAL COOPERATION BETWEEN KAZAKHSTAN AND RUSSIA.....	618
K. Satymbekova, M. Daurbayeva, V. Karibov, A. Raiymbekova, B. Korpaliyeva, Y. Uzun, A.A. Kuralbayev THE STRUCTURE OF MONEY MOVEMENT REPORTING AND THE BASIS OF ITS ANALYSIS IN THE COMPANY.....	636
A. Serikkyzy, A.S. Baktymbet, S.S. Baktymbet HUMAN CAPITAL ASSESSMENT IN THE CONDITION OF COMPETITIVENESS OF THE COUNTRY.....	650
K. Tastanbekova, A. Saparbayeva, S. Faizullina, A. Sarsenova, A. Issaeva, Hafez Abdo FEATURES AND SOCIO-ECONOMIC CONSEQUENCES OF THE INFLATIONARY PROCESS IN KAZAKHSTAN.....	665
Z. Tursynkulova, L. Omarbakiyev, A. Tuleeva, A. Abishova THE IMPACT OF TAX POLICY ON IMPROVING THE STANDARD OF LIVING OF THE POPULATION OF KAZAKHSTAN.....	680
N.A. Urzabayeva, Zh.A. Bekmurzayeva, Rab Nawaz Lodhi FORMATION OF A REGIONAL TOURISM PRODUCT OF THE MANGYSTAU REGION: A STRUCTURAL APPROACH.....	693
L.M. Sembiyeva, N. Shmygol, Zh.A. Shanaibayeva, G.K. Bekbusinova, A.Zh. Ismailova SOME ASPECTS OF THE REFORM OF THE EXPERT AND ANALYTICAL ACTIVITIES OF THE EXTERNAL STATE AUDIT BODIES.....	709

Publication Ethics and Publication Malpractice in the journals of the National Academy of Sciences of the Republic of Kazakhstan

For information on Ethics in publishing and Ethical guidelines for journal publication see <http://www.elsevier.com/publishingethics> and <http://www.elsevier.com/journal-authors/ethics>.

Submission of an article to the National Academy of Sciences of the Republic of Kazakhstan implies that the work described has not been published previously (except in the form of an abstract or as part of a published lecture or academic thesis or as an electronic preprint, see <http://www.elsevier.com/postingpolicy>), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. In particular, translations into English of papers already published in another language are not accepted.

No other forms of scientific misconduct are allowed, such as plagiarism, falsification, fraudulent data, incorrect interpretation of other works, incorrect citations, etc. The National Academy of Sciences of the Republic of Kazakhstan follows the Code of Conduct of the Committee on Publication Ethics (COPE), and follows the COPE Flowcharts for Resolving Cases of Suspected Misconduct (http://publicationethics.org/files/u2/New_Code.pdf). To verify originality, your article may be checked by the originality detection service Cross Check <http://www.elsevier.com/editors/plagdetect>.

The authors are obliged to participate in peer review process and be ready to provide corrections, clarifications, retractions and apologies when needed. All authors of a paper should have significantly contributed to the research.

The reviewers should provide objective judgments and should point out relevant published works which are not yet cited. Reviewed articles should be treated confidentially. The reviewers will be chosen in such a way that there is no conflict of interests with respect to the research, the authors and/or the research funders.

The editors have complete responsibility and authority to reject or accept a paper, and they will only accept a paper when reasonably certain. They will preserve anonymity of reviewers and promote publication of corrections, clarifications, retractions and apologies when needed. The acceptance of a paper automatically implies the copyright transfer to the National Academy of sciences of the Republic of Kazakhstan.

The Editorial Board of the National Academy of sciences of the Republic of Kazakhstan will monitor and safeguard publishing ethics.

Правила оформления статьи для публикации в журнале смотреть на сайте:

[www: nauka-nanrk.kz](http://www.nauka-nanrk.kz)

ISSN 2518–1467 (Online),

ISSN 1991–3494 (Print)

<http://www.bulletin-science.kz/index.php/en>

Подписано в печать 29.02.2024.

Формат 60x88/8. Бумага офсетная. Печать - ризограф.

46,0 п.л. Тираж 300. Заказ 1.

ООО «Национальная академия наук РК»

050010, Алматы, ул. Шевченко, 28, т. 272-13-19