

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ**

**«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ**

**Студенттер мен жас ғалымдардың  
«GYLYM JÁNE BILIM - 2023»  
XVIII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ  
XVIII Международной научной конференции  
студентов и молодых ученых  
«GYLYM JÁNE BILIM - 2023»**

**PROCEEDINGS  
of the XVIII International Scientific Conference  
for students and young scholars  
«GYLYM JÁNE BILIM - 2023»**

**2023  
Астана**

**УДК 001+37**  
**ББК 72+74**  
**G99**

**«GYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың XVIII Халықаралық ғылыми конференциясы = XVIII Международная научная конференция студентов и молодых ученых «GYLYM JÁNE BILIM – 2023» = The XVIII International Scientific Conference for students and young scholars «GYLYM JÁNE BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.**

**ISBN 978-601-337-871-8**

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

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**УДК 001+37**  
**ББК 72+74**

**ISBN 978-601-337-871-8**

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ұлттық университеті, 2023**

necessary information, memories, think, solve, organize yourself for work. That is why the use of visual means of education in education is necessary, and scientific and technological progress opens up new opportunities. The effectiveness of visualization in foreign language classes is confirmed by the growth of cognitive activity of students, an increase in the level of positive motivation. An important feature is also the ability of the teacher to correctly use visual means in the educational process, his ability to select the best visualization tools based on the level of development of students.

Thus, it can be concluded that visibility in teaching a foreign language contributes to the fact that schoolchildren, thanks to the perception of objects and processes of the surrounding world, form representations that correctly reflect objective reality, and at the same time, perceived phenomena are analyzed and generalized in connection with educational tasks. There are 4 types of visibility: directly perceptual, pictured-perceptual, directly mnemonic, pictured-mnemonic. When applying each of them in practice, when teaching foreign languages, including listening to them, a certain set of tools is used and certain functions are performed. Specially selected and organized visual teaching aids on various media have long been successfully used in the educational process as an integral part of it, representing the most accessible form of presentation of educational material. Visibility can be recognized as a universal means of teaching foreign languages.

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UDC 372.881.11

## **THE INFLUENCE OF THE MEDIA ENVIRONMENT ON THE FORMATION OF READING LITERACY OF TEENAGERS**

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### **Introduction**

The "screen" culture continues to develop intensively, and the number of "screens" surrounding the modern teenager is constantly growing.

Television continues to play a significant role in the lives of children and adolescents. Among the usual, daily activities, it remains the most common type of leisure.

Movies, TV series and commercials set certain rules and patterns of behavior, affect the conscious and subconscious. For this reason, teenagers are finding more and more heroes – models for imitation – among the "stars" of movies, pop singers and singers who often stay on TV screens and movie screens [1].

Both the repertoire of modern book publishing and the repertoire of TV shows are focused on action-packed works of mass production, so it is not surprising that the reading of children and,

especially, teenagers is dominated by action-packed entertainment literature, as well as works written according to the scripts of TV series and movies. Under the influence of television and video reviews, interest in topics and genres that are widely represented on the television screen and in video rentals is increasing – detections, thrillers, “fantasy”, “horror”, “movie novels”.

Nothing can replace television in terms of relevance, brightness and colorfulness, and the effect of presence. But communication with a book has its advantages in the ability to deliver incomparable pleasure of solitude, disconnection from external stimuli, immersion in the world of images created by one’s own imagination.

The World Wide Web offers great opportunities. On the one hand, the Internet gives the child access to the world’s reserves of information. Without leaving the house, he can receive prompt, multidimensional information on any issue. The Internet can be a useful medium for learning, relaxing, or socializing with friends. And this is not surprising: after all, in the Internet you can find information for an abstract, listen to your favorite melody or discuss a hot topic. But the network can also be dangerous at the same time. Recently, a lot of aggressive and socially dangerous content that can harm children [2]. On the other hand, a computer can be used and is used to the detriment of a child who is able to spend hours playing computer games. The desire to play on the computer is a new feature of modern teenagers.

### **Main part**

It is impossible not to mention the computer as a means of children’s reading communication, which opens up the opportunity for virtual discussions of books and debates on literary topics, for self-expression related to the book. The very use of a computer makes you read, write, draw and create information yourself.

It is noticeable that the older the child gets, the more the Internet captures him, opens up more opportunities and provides more information. Although the information is different. A lot of complaints appear in adults about the Internet precisely because of information clogging. Parents are concerned that their children come across ugly information on the Internet that has a bad effect on them.

After all, the Internet is not only a source useful information, but also a source of the lower layer of mass culture. It depends only on the Internet user himself what kind of information he wants to use. Excessive fascination with audio and video materials in the absence of the basics of information culture in general and the culture of reading in particular largely reduces the intellectual level of personality development, rejects it from serious work of the mind and soul, from reading as a creative process, forms a “clip” thinking, weakens the possibility of forming a critical attitude to reality and the fact of culture.

Electronic means that fill a significant part of children’s free time with games have not yet become their assistants in the search for information [3]. Teachers are full of anxiety about the simplification and coarsening of speech in schoolchildren, the negative cliches that often abound in their compositions. Schoolchildren do not master the language of classical heritage, but they master well the various cliches and the formal approach to classical literature. Not only the culture of reading is being lost, but also the culture of speech, since a significant part of the repertoire is not being mastered previously beloved literary classics, which made up most of the reading of children and teenagers. Thus, the decline in the role of literature in the socialization of children and adolescents is partly due to the fact that today the heroes of literary classics have already disappeared from the reading repertoire of many of them. At the same time, the influence of “electronic culture” on reading is increasing [4].

Undoubtedly, electronic culture influences the reading of children and adolescents. This influence is manifested in the following: – the perception of printed text is changing and information, it becomes more superficial and fragmentary, “mosaic”, “clear” (as a result, it is increasingly difficult for a child to concentrate on a multi - page text, especially novels and novels);

– the motivation of reading and the repertoire of reading preferences are changing;

– preference is given to printed products with a widely presented video sequence (from here the popularity of illustrated magazines and comics among children and adolescents);

– there is “clicking”, simplification and coarsening of speech [5].

The media environment gives children and adolescents a wide choice, which, as a rule, is made towards the least “expensive” ways of reading media texts [6].

This kind of trend will only intensify in the near future (with the expansion of Internet access).

For the most part, children today with a great delay are connected to the resources of the fundamental culture, fixed, in particular, in books, and use these resources insufficiently effectively. Today, the layer of sluggish children has grown significantly and even began to prevail. Sluggish reading is not just reading with low intensity. It is characterized by a lack of personal motivation, amorphous perception, weak expression of trace reactions of reading. In a situation of sluggish reading, the perception process is practically absent, the personality and the book remain parallel to each other [7].

The main motivation for reading is the desire for “information loading”: “to get information”, “to find information”, “to take out information”, “to get information” – these are the dominant justifications for the value and significance of reading among adolescents [8].

Visual dependence increases and eventually forms new qualities of perception segmentation, “glancing”, fussiness and lack of focus.

That is why the following actions are very relevant to improve the process of media socialization of the younger generation:

– activation of reproduction and production of domestic screen and print culture, multimedia products based on the ideas of peace and nonviolence, tolerance;

– strengthening the mechanisms of social control over on-screen mass communication media (TV, video, cinema, computer products, Internet);

– solving the problem of developing criteria and mechanisms for the examination of products for children (printed, video products, as well as television and computer programs, etc.). Experts in the field of media education from around the world have prioritized the following goals of media education:

– develop critical thinking abilities;

– develop the ability to perceive, evaluate, understand, analyze media texts;

– to prepare people for life in a democratic society;

– develop knowledge of social, cultural, political and economic meanings and subtexts of media texts;

– teach decoding of media texts (messages);

– develop the communicative abilities of the individual;

– develop the ability to aesthetic perception, evaluation, understanding of media texts, to evaluate the aesthetic qualities of media texts;

– to train a person to express himself through the media;

– train a person to identify, interpret media texts, experiment with various ways of technical use of media, create media products (texts);

– to provide knowledge on the theory of media and media culture [9].

### **Conclusion**

Under the influence of the media environment, the reading habits of contemporary teenagers have undergone obvious changes, which of course also affects the reading literacy of teenagers. If the tradition requires that teenagers must mainly use paper books, although it can ensure that the source of reading materials is healthy and beneficial, it seriously limits the reading efficiency of teenagers. From the government to schools to parents, all should fully understand the opportunities brought about by the transformation of reading methods in the media environment, accurately grasp this opportunity, and let reading enter a new era.

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UDC 372.881.111.1

## **INTEGRATING DIGITAL RESOURCES INTO FOREIGN LANGUAGE TEACHING**

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### **Introduction**

As technology continues to rapidly advance, it has brought about significant changes in the way we interact with the world. Education has not been left out of this transformation, as technology has transformed the way teaching and learning take place in classrooms. One area where technology has had a considerable impact is in the teaching of foreign languages. With the advent of digital resources, foreign language teachers can now integrate these resources into their teaching practices to enhance the learning experience of their students.

The integration of digital resources into teaching foreign languages involves the use of various technological tools such as computer programs, online platforms, mobile applications, and multimedia materials, to name a few. These resources offer diverse opportunities to improve foreign language learning by engaging students in interactive and dynamic learning activities, providing real-world contexts, and allowing for personalized learning experiences.

This article will explore the role of digital resources in language skills development as well as the benefits and challenges of integrating digital resources and provides practical suggestions for integrating digital resources into foreign language teaching. The review indicates that the integration of digital resources can enhance foreign language learning and teaching by providing students with authentic and engaging language materials, promoting learner autonomy, and