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

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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THE CONCEPT OF PHONETIC COMPETENCE, ITS STRUCTURE AND CONTENT

Sharipova Adina Nurlybekovna
sharipovnurlybekk@gmail.com
1-year master's student with a major in "Foreign Language: Two Foreign Languages",
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
Scientific supervisor – B.Kh. Kussanova

Introduction
Modern challenges, such as globalization, the use of English as an international language of communication, orientation to world trends in education, Europeanization of the content and teaching models, as well as the creation of new educational standards, pose a number of problems for foreign language teachers at the university. They concern the transition from a knowledge-centric to a competency-based model of training highly qualified linguists who can build educational strategies to realize their communicative intentions in the context of intercultural cooperation. This ensures the preparation and self-realization of the individual in the conditions of intercultural communication.

One of the main goals of preparing a student studying a foreign language is the formation of foreign language communicative competence. It is a multicomponent phenomenon, where phonetic competence occupies a special place among the subcompetences of foreign language communicative competence. Language, as a means of international communication, is primarily manifested in sound, at the segmental and super-segmental levels, in the very manner of sound behavior, which ensures understanding of the meaning of the statement and the achievement of communication goals. Inarticulateness, lack of clarity of speech, lack of knowledge of the communicative and phonetic component of speech lead to misunderstanding, disruption of communication and the inability to solve the main tasks of developing foreign language communicative competence among students.

Main part

To begin with, it's important to mention that being proficient in a language means having advanced skills in all aspects of speaking, and these skills are connected and dependent on each other. The main goal of learning a foreign language is to be able to understand and communicate effectively. This requires students to have good listening skills to interpret what is being said, as well as the ability to express themselves clearly using the appropriate language. [1]

The study of phonetic competence formation in students requires a specific approach due to the unique nature of the concept itself. This requires an interdisciplinary approach in research because:

1. Developing pronunciation skills is an essential part of the overall process of improving speech abilities when learning a foreign language.

2. Teaching pronunciation is a crucial step towards practical development of the pronunciation mechanism and standard, as well as improving speech skills.

3. Consistent and standard pronunciation among students is a vital requirement for quick and reliable acquisition of language materials. It saves time and effort for both teachers and students and contributes to the successful development of speaking, reading, and writing skills.

It is important to acknowledge that there are challenges related to various factors when it comes to teaching phonetics. These include:

1. The conventional approach to phonetics instruction emphasizes standard pronunciation, but when learning a foreign language, it's crucial to consider the dialects of native speakers.

2. Pronunciation standards set for students' overall language fluency can make it challenging to understand speech that deviates from the norm.

3. Traditional methods of phonetics instruction don't meet contemporary standards, and incorporating technology is limited due to inadequate methodological groundwork.

4. There is no clear direction, criteria, or measures to assess the development of pronunciation skills, nor are there established guidelines for selecting instructional material.

Based on the above, it can be inferred that improving pronunciation requires organized efforts from both teachers and students. This involves determining the role of phonetic competency in linguistic communicative competency, developing methodological frameworks to form and enhance phonetic competency, and creating an innovative technology repository focused on developing phonetic competency for use in higher education. Phonetics is a vital component of language communicative competency since incorrect pronunciation can impede effective communication. The foundation of speech normativity is derived from the acoustic, motor, and semantic parameters of pronunciation. Additionally, phonetic competency is a dynamic process that evolves as communicators' knowledge and skills change, influencing the nature of their communication abilities.

The sociolinguistic component of phonetic competence encompasses an awareness of how social factors such as age, social status, and level of education influence the selection of phonetic forms. This knowledge can be used to facilitate mutual understanding by establishing a shared meaning. [2]

The discursive aspect of phonetic competence is crucial for constructing speech acts with emotional undertones, which are influenced by the participants' status in the speech act. This component also involves knowledge of using phonetic means as emotional factors in organizing speech work.

The strategic component of phonetic competence involves knowledge of phonetic means for mastering lexical and grammatical structures, and the ability to use this knowledge to recognize such structures in spoken discourse.

The phonetic aspect of sociocultural competence involves understanding the significance and function of phonetic means in comprehending and producing speech, familiarity with the standard literary pronunciation, knowledge of permissible pronunciation options based on specific communication settings, comprehension of similarities and differences between the phonetic systems of native and foreign languages, and the ability to analyze the speech of a native speaker to identify their pronunciation traits.

The phonetic aspect of social competence includes the ability to comprehend and produce speech in accordance with the purpose and communication conditions to establish a connection, as well as the capacity to adjust one's pronunciation to conform to the standards of a foreign language's pronunciation culture to achieve the communication objective. [3]

Phonetic competence is the capability of an individual to accurately pronounce the language being learned, based on their knowledge, skills, abilities, and attitudes. The elements of phonetic competence consist of a cognitive component, which involves the knowledge of phonetic terminology, the capacity to apply phonetic knowledge, and the proficiency in working with phonetic communication tools. Phonetic knowledge encompasses the understanding of sound phenomena in a foreign language at various levels, including the correct relationship between a grapheme and a phoneme, as well as transcription notation. Phonetic phenomena are classified according to their association with a single sound (phoneme), the rules for the distribution and combinations of sounds in a specific language, as well as phenomena within words or speech utterances. [4]

Phonetic Competence is an essential component of foreign language communicative competence, which enables the implementation of all sub-competences. It is an ability that depends on an individual's knowledge, skills, abilities, and attitudes, and it involves carrying out foreign language communication while adhering to the pronunciation norms of the target language. Competence comprises knowledge, skills, and abilities, and the structure of Phonetic Competence includes:

1. Cognitive competence

To have a proper grasp of communication, the cognitive component of Phonetic Competence is crucial. This component involves the ability to engage in meaningful communicative activities and comprises knowledge of phonetic terminology, the ability to use phonetic knowledge effectively, and the capacity to work with phonetic means of communication. As language is a complex system of communication, it is essential to understand the specifics of how different language units function at various levels. Thus, it is necessary to clarify the essence and objects of phonetic competence. Phonetic knowledge refers to the reflection of sound phenomena at different levels in a foreign language, including phonemes, words, and sentences. It also involves having a proper understanding of the relationship between graphemes and phonemes and the transcription symbols that accurately identify sound phenomena.

2. Pragmatic Competence

Phonetic Competence is the pragmatic component, which refers to the ability to effectively convey communicative content in a given communication situation. It includes the skills and abilities required to comprehend and produce speech in accordance with the pronunciation norms of the target language. The pragmatic component of Phonetic Competence is largely influenced by the communicative strategies used to express ideas. In terms of phonetic skills in reception, the ability to correlate the phonetic composition of a sentence with its meaning, differentiate between similar-sounding words and phrases, determine the number of stressed syllables in a sentence, and identify the main semantic load in a simple sentence based on logical stress are all important. Additionally, one must be able to recognize similarities and differences in the rhythmic patterns of phrases, determine the emotional state of the speaker based on pauses, the range of the intonation scale, and other factors.

3. Reflective Competence

The reflective component of Phonetic Competence involves developing the ability to self-evaluate and correct one's language use, while also having an emotional and evaluative attitude towards the language being studied. This component is also connected to learning and research strategies and is closely linked with the concept of self-control.

4. Sociocultural component

The sociocultural aspect of Phonetic Competence involves having knowledge and the ability to use the unique characteristics of pronunciation by comparing the phonetic systems of one's native and target language. It also includes being able to understand and reproduce speech patterns

in accordance with the cultural norms of the language being studied. The need for a sociocultural component is based on the fact that linguistic phenomena cannot be fully described solely by language-specific features such as the distribution of signs within the language, but also by extralinguistic factors that require consideration of linguistic means in intercultural communication. [5]

Conclusion

As a foreign language is being learned, developing phonetic competence is seen as a way of building a broader linguistic and sociocultural competence. This latter competence is viewed as multifaceted, encompassing a general knowledge of fundamental cultural features, specific aspects of a country's reality, ethical norms, social customs, and more.

Therefore, we can see the emergence of an interdisciplinary field where different academic disciplines, such as methodology, psychology, language studies, cultural studies, and linguistics, are combined with the goal of developing a student's ability to effectively participate in cross-cultural communication in a foreign language as an equal partner.

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EXPLORING THE USE OF APPS AND ONLINE PLATFORMS FOR FOREING LANGUAGE VOCABULARY DEVELOPMENT IN THE NORTH KAZAKHSTAN REGION: TEACHERS' PERSPECTIVE

Shokhtybayeva Gulmira
shokhtybyeavag@gmail.com
master's student with a major in "Foreign Language: Two Foreign Languages",
M. Kozybayev North Kazakhstan University, Petropavlovsk, Kazakhstan
Scientific supervisor – M.Ye. Kakimova

The use of technology in education has become increasingly common in recent years, with many teachers and educational institutions incorporating various forms of technology into their teaching and learning processes. As a result, increased student engagement, enhanced learning outcomes, and improved access to educational resources have become the key benefits of using technology in education.

One specific area where technology has shown promise is in the acquisition of vocabulary, particularly in second or foreign language learning. A number of research has proven that the use of digital tools such as apps and games can be an effective way to engage students in vocabulary learning and can lead to improved vocabulary knowledge and retention [1, 124; 2, 95]. Kukulska-Hulme & Shield state that mobile language learning can be highly effective in building vocabulary,