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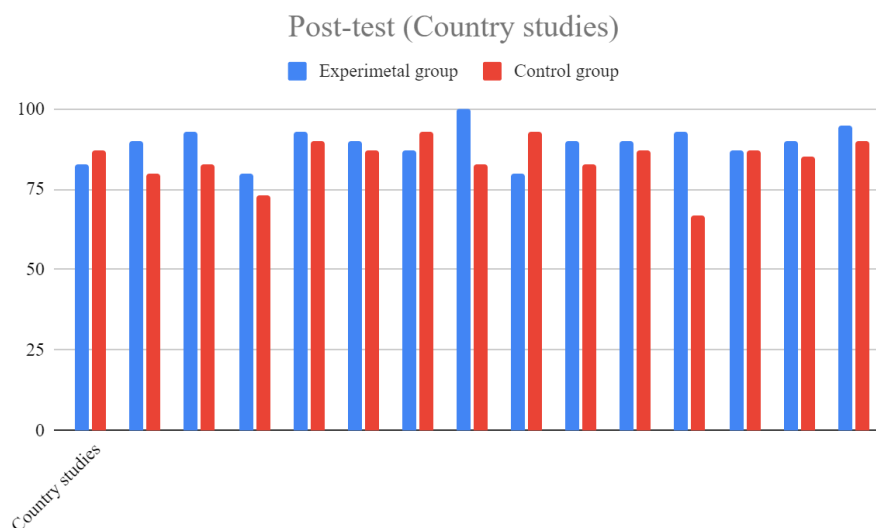
The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

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

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The average percentage of the test: control group 84,5, experimental group 89,4. Experimental group showed better results.

Conclusion

In summary, the experiment yielded its results. Alternative methods can be used in everyday teaching methods. The use of such methods increased the interest of students and their activity in the discipline “Country Studies”. The work also cited the advantages and disadvantages of using alternative methods, such as expedition, storyline, and station method. It should be noted however that, students’ background knowledge, academic performance and learning abilities need to be taken into consideration for the selection of the most suitable teaching method and combination of teaching applications. It should also be mentioned that learning a foreign language is largely determined by the motivation of the students of higher education establishments with specific training conditions.

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THE VALUE OF USING NEWSPAPER ARTICLES AS SUPPLEMENTARY LANGUAGE TEACHING MATERIAL IN MASTERING STUDENT’S READING SKILLS

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Nowadays, mastering a foreign language provides students with a competitive edge and expands their opportunities both professionally and academically. "The integration of Kazakhstan into the world community and desire to erase cultural and language barriers-initiated Kazakhstani students to speak several languages, and English in particular" [1]. Methodologists, specialized in foreign language education have come to a conclusion, that modern language learning process should be oriented at getting new skills, especially communicative ones, rather than gathering information and remembering facts.

Reading skill as an important aspect of communication in language learning, allows learners to comprehend written language and access a wide range of information and knowledge that is available through written materials. In order to communicate effectively in a foreign language, learners need to be able to both understand and express themselves through oral and written forms.

Teaching reading skill appears to be one of the fundamental components of literacy development, and educators have been seeking innovative methods to enhance this skill among learners, as it becomes a significant component of academic context.

Penny Ur suggests that "Reading skills need to be fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently, quickly, appropriately and skilfully" [2]. In her study, she highlights the importance of selecting materials that are relevant and interesting to students, as well as appropriate for their language level and needs.

Effective reading instruction involves the use of innovative instructional materials that promote language learner's engagement and motivation, as well as the development of their reading skills. In teaching reading in foreign language, educators sometimes find a problem in selecting or choosing appropriate reading materials for students.

As it has been stated by Carter N. and Nunan D. "No books can be ideal for any class and an effective teacher needs to be able to adapt, evaluate and produce materials which provide their learners exposure to the language in use" [3].

Authentic language teaching materials are considered a valuable source of material in language teaching due to their potential to provide learners with real-life language use experiences.

In accordance with Longman dictionary of language teaching and applied linguistics authentic materials in language teaching "is the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials" [4].

Considering our constant exposure to information delivered via different source of mass media, language teachers are tasked with engaging students in learning activities that help them to be a globally minded, critical media literacy.

The use of authentic material such as news articles in the ESL classroom will turn the newspaper into a powerful tool for encouraging participation and effective sharing of opinions and knowledge, improving reading and comprehension skills, and enhancing the knowledge of current affairs for the ESL learners.

Referring to definition supplied by Oxford Advance Learner's Dictionary, newspaper "is a periodical publication containing written information about current events. Newspapers can cover a wide variety of fields such as politics, business, sports and art, and often include materials such as opinion columns, weather forecasts, reviews of local services, obituaries, birth notices, crosswords, editorial cartoons, comic strips, and advice columns [5]".

Newspapers have become a popular source of authentic materials for language teachers because they provide a wealth of real-world language use and cover a wide range of topics. By

using newspapers, teachers can expose students to different aspects of the language and provide them with an engaging way to develop their reading skills. Learners can gain a better understanding of the issues, events, and perspectives that shape the world and therefore, broaden their world-view.

Sanderson elaborates that “newspapers have a great range of texts and language techniques that are not clearly discovered in typical language studying materials. The well-trained and qualified instructors may inspire various teaching events involving learners in entertaining activities employing diverse and exciting newspaper materials” [6].

News articles are one of the supplementary materials that can be used in foreign language teaching alongside other sources. By using newspapers in conjunction with other sources such as textbooks, videos, and audio materials, teachers can provide learners with a variety of language input and different types of language use experiences. In addition, teachers can also use newspapers in combination with technology-based tools such as online dictionaries, translation software, and language learning apps. These tools can provide learners with instant feedback and support, as well as opportunities to practice and reinforce their language skills.

There are several reasons which underline the importance of using newspaper as a supplementary material in the language classroom. First and foremost is a general educational value. Their didactic use is wide and complex since the four language skills, together with vocabulary and grammar, can be developed and improved. Newspapers help students being informed of what is happening in the world around them, assist being aware of up-to-date information, thereby extending their knowledge and deepening their understanding.

Secondly, newspapers provide the varieties of English language. Newspapers contain a lot of different information and texts of different style: reports, stories, advertisements, letters, narratives. Moreover, it contains a wide variety of text types and language styles not easily found in conventional language learning materials, as a general coursebooks for instance, and students need to become familiar with such language forms. Newspapers depict a natural source of many of the varieties of written English that become important to students and valuable for language study as they progress.

Thirdly, the enormous variety of subject matter in newspaper means that any selected newspaper as a source of language learning material will invariably contain something of a value or preference to every reader. By reading newspapers, students can expand their knowledge on various topics, including politics, science, economy, sport, business, and culture.

Furthermore, newspapers can be used effectively with a wide range of levels from elementary to advanced. As a supplementary source, newspaper would be suitable for mixed-ability classes, where both the stronger and less academically performed students will have little or no advantage.

Moreover, newspapers contain articles and opinion pieces that express various perspectives and opinions on current issues. This exposure to different viewpoints can help students to develop their critical thinking skills and broaden their perspectives on social, political, and cultural issues. By analyzing news articles, learners can develop their ability to evaluate and assess information, identify biases, and form informed opinions about complex issues. This skill is essential for participating in global conversations and debates and taking action on global challenges.

One more significant advantage is its accessibility. Newspapers are widely available and accessible, especially with the rise of online newspapers. Teachers can easily access and share articles with their students, and students can also access newspapers on their own outside of class time.

Lastly, newspaper suggests a great amount of cultural information. A large body of cultural context may be found in the source of newspapers. This certain type of authentic texts may provide valuable opportunities for students to gain insights into the target culture.

Language and culture are inextricably linked, and the newspaper of a given target community reflect its culture through the language they contain. This cultural knowledge helps students to better understand the context in which the language is used, and to develop their intercultural competence.

Harmer states, “students generally learn the foreign language because they want to know more about the people who speak it, the places where it is spoken and the writings which it has produced” [7].

From the one perspective, culture presented through references to the people, places, institutions, customs, and traditions of that community. From the other hand, it much more deeper represented through the cultural associations of words, and shared experiences, knowledge, values, beliefs, emotions and attitudes that writer assumes. This can help learners develop empathy and understanding towards people from different backgrounds and cultures.

There are, however, some challenges associated with using a newspaper as a supplementary source in teaching foreign language. The language can be challenging for some learners, and there may be cultural or political biases in the content. In addition, newspapers are not always appropriate for all age groups or proficiency levels.

Harmer suggests “The challenge is to find texts that are both authentic and suitable for the level and interests of the learners, so that they can engage with the language in a meaningful way” [7].

The newspaper content is full of obscure headlines, insular references to unfamiliar cultural events and personalities, as well as dense columns of printed text. Due to the fact, that newspapers contain the language, which is too difficult for students to cope with, many teachers avoid using newspapers.

This concern over grammatical and lexical complexity is the single most common reason why so many students are denied the opportunity of working with newspapers. It is very vital for an English teacher to eliminate the students’ fear of learning English language and instruct them to use the newspapers in an appropriate manner.

As Nunan states “the degree of difficulty of a text is affected by a number of factors. These include the grammatical complexity of the text, the density of information, the degree of information recycling, the amount of low-frequency vocabulary, the explicitness of the information, the discourse structure, and whether or not information is presented in chronological order” [8]. All this applies equally to newspaper materials.

In conclusion, newspaper may become a successful supporting educational instrument in enhancing student’s reading skill, rigorously improve learners’ academic performance and facilitated foreign language learning process. By using English language newspapers, teachers can provide their student with features that other printed material cannot match. Language learners find newspapers motivating because they offer interesting, relevant, topical and varied information. It appears important for teacher to give confidence to tackle newspapers and establish a working familiarity with their content.

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