

***НУРГАЛИЕВСКИЕ ЧТЕНИЯ-XII:
НАУЧНОЕ СООБЩЕСТВО УЧЕНЫХ
XXI СТОЛЕТИЯ. ФИЛОЛОГИЧЕСКИЕ НАУКИ»***

**Международная научно-практическая
конференция**

23-24 февраля 2023 года
**Сборник статей
ТОМ I**



г. Астана

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«Нургалиевские чтения-ХІІ: Научное сообщество ученых ХХІ столетия. Филологические науки»: сборники статей в трёх томах по материалам Международной научно-практической конференции (23-24 февраля 2023 г., г.Астана / Под общ. ред. д.ф.н., проф. К.Р. Нургали. – Астана: «Мастер ПО», 2023. – Том I. – с. 247.
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В сборники статей Международной научно-практической конференции «Нургалиевские чтения- ХІІ: Научное сообщество ученых ХХІ столетия. Филологические науки» (23-24 февраля 2023 г., г. Астана) вошли доклады участников конференции, которые выступили с результатами исследований по литературоведческим и лингвистическим проблемам.

Участниками данной конференции являются профессорско-преподавательский состав, учителя школ и обучающиеся вузов-партнеров из городов Казахстана (Астаны, Алматы, Павлодара, Кызылорды, Семей, Тараза, Уральска, Усть-Каменогорска, Актобе, Атырау), Российской Федерации (Москва, Казань, Таганрог), Беларуси (г. Гродно), Молдовы, Узбекистана (Каракалпакии), Кыргызстана, а также из Польши (Катовице), Румынии (Яссы).

Сборник статей включает материалы выступлений по различным темам, посвященным актуальным проблемам теории языка и литературы, внедрению педагогических технологий в обучение языку в вузе и школе, современным подходам к анализу и интерпретации художественных произведений, а также вопросам детской литературы.

Материалы конференции изданы в трёх томах.

Первый том включает тексты выступлений с приветственным словом координаторов вузов-партнёров, доклады участников, выступивших на пленарном заседании. а также материалы участников секций: учителей школ, преподавателей, аспирантов и докторантов вузов.

Второй том состоит из статей магистрантов и студентов секций № 1-3: «Теория и методология науки о языке и литературе», «Русский язык в Казахстане и мире: проблемы и решения», «Виды и методы анализа художественного текста».

В третий том вошли статьи магистрантов и студентов секций № 4-6: «Вопросы изучения и преподавания языка и литературы в школах ми вузах», «Современные тенденции функционирования русского языка как иностранного», «Литературоведение, перевод и интерпретация текста».

Данные сборники рекомендованы как состоявшимся ученым-исследователям по филологическим и педагогическим направлениям, так и молодым соискателям.

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PECULIARITIES OF RUSSIAN LANGUAGE AND LITERATURE TEACHING IN KAZAKHSTAN

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The problem of improving the quality of education is of paramount importance to every state that cares about its future. The Republic of Kazakhstan is actively working to improve the quality of education in educational institutions at all levels. Numerous programmes, educational projects, educational grants, etc. are being implemented. However, it should be understood that language has always been and remains at the heart of all transformations, innovations and changes. It is language that is the main tool of cognition that makes the learning process possible

The language policy of the Republic of Kazakhstan is unique in its nature. Due to the communist past the ethnic composition of the state is diverse, with over 130 nationalities living on the territory of Kazakhstan. But despite this Kazakhstan has become one of the few states where the problems of language policy have been solved without acute interethnic conflicts. To a large extent this was achieved by the implementation in the territory of the State of the Law "On Languages", adopted on 11 July 1997 [1], which is still in force today. Under the Act, as well as under a number of governmental programmes, the development of the languages of ethnic groups living in the country is being actively supported. The Russian language, while officially having the status of a language of inter-ethnic communication, retains its general cultural functions. Alongside the State language, it is used in various State bodies and organizations, in social and cultural spheres and, of course, in education. For this reason, the issue of studying Russian language and literature in Kazakhstan is widely discussed, and the process of learning has its own specific characteristics.

First of all, it should be noted that the specifics and curriculum of Russian language and Russian literature / Russian language and literature (in national schools) in secondary schools of the republic depend on the language of instruction. Thus, the curriculum in Kazakh and Russian classes differs significantly. For philologists working in national and mixed schools, where teaching takes place in the state language - Kazakh - one of the important conditions is to master the methodology of teaching Russian as a foreign / non-native language. Considerable attention in the lessons is paid to the implementation of the link with the native language [2]. So the author of the article "Kazakhstan national school: Actual problems of teaching Russian language and literature" for the interpretation of new vocabulary in the lessons suggests using: the method of translation into the native language, the method of explanation by means of synonyms and antonyms, the method of word forming

analysis, the method of using a word in a context, also the method of the description of word meaning by means of a dictionary [3]. Of course, in this case we consider the ideal situation when there are full, or partial equivalents of words and expressions in the native language, the situation is more complicated with the non-equivalent vocabulary. There are also a number of peculiarities related to differences in the systems of the Russian and Kazakh languages, such as the stressing of words in Russian. The point is that unlike in Russian, where the accent is mobile, in Kazakh the accent most often falls on the last syllable. Therefore, the above method of teaching Russian in national schools, using the comparative method, is the most effective, and allows one to study two languages simultaneously (native and non-native), where the native language is the starting point. In general, we would like to note that the whole methodological system of the updated content of Russian language teaching is built on the basis of the theory of teaching a second language, which observes the main condition - communicative orientation of the presentation of all language material [4, p. 213]. The study of classical works of Russian literature, which, among other things, serve as a tool for introducing students to world culture, contributes to further learning of communicative skills. Teachers use different methods that not only develop communication skills but also help them to learn critical thinking skills, e.g. the associative method and the dialogic teaching method. Classic fiction samples presented in lessons in audio (audiobooks) and video (film adaptations) formats contribute to the development and shaping of pupils' literate, beautiful speech. Mastering Russian language and literature helps students adapt to the conditions of the modern world, successfully regulate speech behavior in accordance with the communicative situation, learn how to use different information sources and modern information technology to express and justify their own opinions [5, p. 10]. Russian language and literature lessons contribute to solving such a widespread problem today as the lack of live communication. Students engage in a lively dialogue, learn to lead a competent discussion, defend their point of view, as well as analyze information, think creatively and creatively.

The study of Russian language and literature, in the context of the updated curriculum in Kazakhstan, is aimed at deepening reading comprehension and mastering methods of analysis, evaluation and interpretation of information. Work in Russian literature classes in Kazakh schools allows students to acquire the initial tools of text analysis and literary skills, which will be useful in the future, when studying at a higher education institution.

The process of learning Russian as a foreign language at an advanced academic level is continued by students of non-linguistic specialties, the norms of the educational program are provided by the State obligatory standard of education of the Republic of Kazakhstan (SOSE RK) [6]. Teaching material is formed taking into account the solution of an outlined range of tasks, which determine the content of all speech and language material, their structural and semantic organization.

The modern approach to teaching Russian language to students studying in the Kazakh language is aimed at developing and shaping their communication skills in specific situations, professional orientation, which gives the process of teaching Russian language in higher education institutions a professional and cognitive

orientation. This orientation defines the learning process as an activity expressing professional interests of future specialists through the development of cognitive ability, the ability of critical and non-standard thinking. All this allows students to master professional communicative competence, to form strong cognitive motives in the process of studying specialized disciplines. At this stage of education it is also justified to include the discipline "Professional Russian language" in the educational programme in addition to the Russian language classes, the educational material of which should be characterized by relevance, a high degree of informativeness, correspond to the topics, as well as motivate professional interest of students.

Successful mastery of Russian as a second language is impossible without understanding its literary and artistic function. It is in works of fiction that language appears in all its richness and diversity, it is through language that the essence of the work, thoughts and feelings of the author are expressed, which can have a great aesthetic and moral impact on the formation of the student's personality, in connection with this the problem of language difficulties in the education of non-Russian students is currently relevant. To begin with an expressive reading of a poem, the teacher first reads the poem expressively, trying to convey the feelings of the poem, then translates the words of the poem that the students do not understand. Only then do they read the poem themselves, but now with feeling and expression, as the text becomes clearer to them.

In the process of this work we correct mispronunciation, separate pronunciation of prepositions with words, correct mistakes in the gender of nouns - these and many other recurring mistakes of students, which must be tirelessly corrected. Over time, through this painstaking work, students are already quite proficient in speaking, at least trying very hard. And this cannot fail to bring joy.

Certainly, the lack of a linguistic environment affects the teaching of the Russian language. In our opinion, each pupil is endowed by nature with various creative abilities, and therefore the teacher can and should create conditions for their manifestation and development. The main incentive for learning should be interest and curiosity, the desire to know oneself. You should try to give your children this incentive from lesson to lesson. It is not always possible to do everything at once, but after finishing school and going to study in the cities, our pupils quickly adapt to a different society, to the Russian-speaking environment.

The differentiated approach is one of the basic principles of teaching. It makes it possible to realise the creative potential of the students.

Using such forms of work as paired work, group work, peer testing, tests, linguistic competitions and didactic games, students can consolidate their knowledge more firmly and apply it in practice. This makes it possible to achieve good learning outcomes and develop students' functional literacy

The use of visuals in every lesson enables a balance to be struck between the verbal and figurative forms of thinking. The students are usually presented with diagrams as a model of the studied and learnt material, depicting its structure, the relationship between its parts, highlighting the main point. It is one of the learning tools that ensure the strength of skills, knowledge and attitudes. Clusters are one of

the ways of graphically organising the material of a new lesson. They make it possible to "immerse" the students in a particular problem in the lesson.

Thus, we can conclude that the educational programme and methodology of teaching Russian language and literature in Kazakhstan, having certain peculiarities, is aimed at developing students not only language skills and competences, but also text analysis skills, independent learning, communication and the ability to think outside the box. For this purpose, specialists at different levels of education use classical pedagogical methods as well as suggest and try to introduce innovative technologies in the teaching process.

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Abstract: This article deals with the process of studying Russian language and literature in Kazakhstan, its distinctive features. The problem of application of different methods of teaching and their improvement in conditions of the updated educational program of the Republic of Kazakhstan is highlighted. A special attention is paid to the process of teaching the Russian language and literature in ethnic schools, where the Russian language is used as the second language. The practical aspects of application of certain methods used by teachers and tutors of Russian language and literature in educational institutions of the republic are discussed. The author concludes that the new content of education at Russian language and literature classes has increased the level of students' activity in mastering the subjects studied, which is due to the widespread introduction of methods and techniques of independent learning. The modern approach to teaching Russian language and literature to students for whom Russian is a foreign language in educational institutions of Kazakhstan involves the mandatory use of information technologies, as well as methods aimed at the development of communicative and cognitive abilities, which contribute to the formation of students' successful communication skills and critical thinking.

Key words: Russian language and literature, teaching methods, educational technology, Russian as a foreign language, Russian language and literature in Kazakhstan.

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ В КАЗАХСТАНЕ

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Аннотация: В рамках данной статьи рассматриваются вопросы процесса изучения русского языка и литературы в Казахстане, его отличительные особенности. Освещена проблема применения различных методик преподавания, их совершенствования в условиях обновленной образовательной программы Республики Казахстан. Особое внимание уделяется процессу обучения русского языка и литературы в национальных школах с казахским языком обучения, где русский язык используется в качестве второго языка обучения. Рассматриваются практические аспекты применения тех или иных методик, используемых учителями и преподавателями русского языка и литературы в образовательных учреждениях республики. Автор статьи приходит к выводу, что в рамках обновленного содержания образования на уроках русского языка и литературы, отмечается увеличение уровня активности учащихся в освоении изучаемых дисциплин, что связано с широким внедрением приемов и методик самостоятельного познания, что в современных условиях становится одним из ключевых факторов успешного обучения в целом. Современный подход к обучению русскому языку и литературе учащихся, для которых русский язык является иностранным, в образовательных учреждениях Казахстана, предполагает обязательное использование информационных технологий, а также методик направленных на развитие коммуникативной и познавательной способностей, которые способствуют формированию у обучающихся навыков успешной коммуникации и критического мышления.

Ключевые слова: русский язык и литература, методы обучения, образовательные технологии, русский язык как иностранный, русский язык и литература в Казахстане.

ПРАГМАЛИНГВИСТИЧЕСКИЙ ПОДХОД К ОБУЧЕНИЮ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Интеграция и глобализация, характеризующие современный мир, диктуют сегодня требования к образованию, успех которого в немалой степени зависит от языковой подготовки обучающихся.

Ситуация на современном рынке труда в Казахстане свидетельствует о росте потребности в трехязычных выпускниках, способных к профессиональной деятельности в условиях нарастающей интеграции и международного сотрудничества. Основное требование, предъявляемое к таким выпускникам, - быстрое реагирование и адаптация к стремительным изменениям мира.

Овладение каждым из трех языков - казахским, русским и иностранным, на сегодняшний день становится личностной потребностью при социальном взаимодействии индивида, а при получении высшего образования - одной из профессиональных потребностей специалиста, без которой невозможен карьерный рост.