

Торайғыров университетінің  
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ  
Торайғыров университета

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**ТОРАЙҒЫРОВ  
УНИВЕРСИТЕТІНІҢ  
ХАБАРШЫСЫ**

**Филологиялық серия**  
1997 жылдан бастап шығады



**ВЕСТНИК  
ТОРАЙҒЫРОВ  
УНИВЕРСИТЕТА**

**Филологическая серия**  
Издается с 1997 года

ISSN 2710-3528

№ 1 (2023)

Павлодар

**НАУЧНЫЙ ЖУРНАЛ  
ТОРАЙГЫРОВ УНИВЕРСИТЕТА**

**Филологическая серия**  
выходит 4 раза в год

**СВИДЕТЕЛЬСТВО**

О постановке на переучет периодического печатного издания,  
информационного агентства и сетевого издания

№ KZ30VPY00029268

выдано

Министерством информации и общественного развития  
Республики Казахстан

**Тематическая направленность**  
публикация материалов в области филологии

**Подписной индекс – 76132**

<https://doi.org/10.48081/ICYL6092>

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<https://doi.org/10.48081/LSPY6909>

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## **FORMATION OF RESEARCH SKILLS OF STUDENTS IN FOREIGN LANGUAGE TEACHING**

*This article considers the formation of research skills in students and pupils. The first part of this article displays the main aspects of the formation of research skills among students, why it is important, what skills a student or student acquires during the research, how effective this approach is in learning a foreign language, and how much it helps to form a student's interest in the subject. In the course of writing the article, it was revealed that this approach is effective and helps to diversify the conservative methods of teaching English, also increases the level of interest in the subject being studied, forms the skill of working in a team, and also forms the skill of conducting research. Within the framework of this study, a review was made of a study conducted by students of grade 6 on the topic of non-verbal communication methods in the Kazakh and English languages. The similarities and differences in the use of these methods in both languages were identified, and a comparative analysis of the etymology of the origin of certain means of transmission of non-verbal communication methods was also carried out.*

*Keywords: research skills, methods, communication, foreign language, professional activity.*

### **Introduction**

A new organization of the educational process by today's requirements requires scientists to deeply study its pedagogic and psychological foundations,

theory, and practice, to reconsider educational technologies and methods according to modern requirements, and worldview positions, and to turn to spiritual and moral values.

Therefore, modern education aims to create a person who has mastered new knowledge and skills, has high creativity, can solve serious problems due to independent research, and is distinguished by his thinking ability [1].

The need for a foreign language as a subject in specialist training in higher educational institutions is increasing daily. It is a driving factor in the socioeconomic, scientific-technical, and general cultural progress of society. This alone increases the level of foreign language teaching as a subject in schools. Since all social construction structures are considered developing systems, the interconnection, and change of their components affect other elements. According to social progress, the content of education is subject to changes and additions.

According to the Law of the Republic of Kazakhstan «On Education», the main tasks of general secondary education institutions are not only to provide, high-quality education, but also to form a person who is educated by national and world culture, works freely, and works hard, and can think comprehensively is.

In the environment in which we live, a lot of attention is paid to teaching foreign languages, from the working child to the stooped old man. Especially children are interested in learning a foreign language other than their mother tongue, becoming a foreign language specialist in the future, and traveling to foreign countries.

In the current large-scale information flow period, socio-economic sphere changes influence the education system. It is obvious to everyone that the «Concept of the Development of Education of the Republic of Kazakhstan until 2015» was published to ensure the preservation of a high level of education in the constantly changing period.

In all the structural elements of the educational system, the issue of raising the level of education, combining education with life, and preparing young people for life in higher classes is widely considered [2].

Changes in education can be attributed to the demonstration of the younger generation learning three languages (Kazakh, Russian and foreign languages). Learning languages is stated in Article 5 of the Law «On Education» («Language of teaching and education»): «...must ensure the knowledge and development of the Kazakh language, as well as the study of the Russian language and one foreign language.»

In this regard, in his article entitled «Linguistic relations-cultural mirror», Zh. Kulekeev mentioned the shortcomings of language teaching and said about foreign languages: «Kazakhstan's young generation must know, the third language

is a foreign language. It's a pity that our school graduates cannot speak a foreign language fluently.» [3].

There is little talk about language teaching on the print pages, and no fewer discussions are being organized. At the same time, we need to talk about the organization of an exemplary educational process.

A foreign language teacher should be a citizen of his country and a person of high morals who has mastered the languages of several countries. He is obliged to be an example to students in terms of speaking a foreign language, reading, writing, and behaving in class.

The teacher strives to improve the quality of lessons by using innovations in the field of linguistic knowledge and cultural sciences in his practice. Mastering technical tools and various visualizations, he skillfully uses them in his daily work [4].

Of course, it is difficult to limit foreign languages only to a special subject. That's why we believe that it is better to use it in the activities of students outside the classroom. Nowadays, it can be seen from practice that even schoolchildren have awakened their interest in foreign languages. Including English. It can be seen that the competitive passing score in higher educational institutions is also high for foreign language specialists and foreign language teaching professions, and foreign language teaching has progressed.

#### **Materials and methods.**

The teacher organizes the learning process with the student and interacts with the environment. Therefore, this is a guarantee of the effectiveness of the teacher's work. Pedagogical abilities and character traits begin to appear gradually from school days and are developed by pedagogical higher education training foreign language teachers.

Modernization of the content of education, and reconsideration of the content and structure of training of pedagogues-specialists aim to increase the scientific level of education and create conditions for the comprehensive development of future specialists [5].

Ability types are of great importance for foreign language teachers. For example, didactic ability – the ability of the teacher to deliver learning materials in a foreign language to the student, to correctly determine the student's level of education, entrepreneurship, and skills, to increase interest in his subject, to develop cognitive activity and play. And academic ability requires the teacher to know the subject area (foreign languages), to be engaged in scientific work on foreign languages, that is, to conduct simple research on his own. Speaking (expressive) ability is very necessary for a foreign language teacher.

The concept of «creative ability» is created from the general concept of «ability» as a result of synthesizing the concepts of «creativity» and «ability» in the selection process of creative ability.

In a foreign language, a teacher should be able to express his thoughts and inner feelings clearly and clearly. The organizational ability of the subject teacher allows students to listen to the lesson, learn, develop students, and properly manage the team. For a foreign language teacher, communicative ability has a special place. This ability makes it possible to communicate with students in a normal, correct manner, to communicate with students from the point of view of pedagogical etiquette.

For a foreign language teacher, research business is needed. According to it, subject teacher training is formed in higher educational institutions. Based on this ability, a teacher of a school teaching a foreign language can look at every pedagogical phenomenon from a scientific point of view, make scientific assumptions, design and plan experiments, as well as collect the experience of the teacher in his practice, analyze them on a theoretical and practical basis, and implement them in school life [6].

In addition to knowledge and business skills, teachers of foreign languages in schools should have pedagogical and professional qualities. It includes love for the child, interest in pedagogical work, psychological and pedagogical sensitivity, observation, fairness, ability to make demands, perseverance, self-control, self-control, and benevolence.

We can see that teaching foreign languages in schools is made mandatory due to the needs of the times and objective reasons. In this regard, it is demanded to improve the quality of training of subject teachers in higher educational institutions.

Pedagogical literature defines the features of a teacher's work. The object of the teacher's work is not an inanimate world, nor the production of equipment, but a very complex, contradictory, and delicate living organism, the spiritual world of the young generation. A teacher's pedagogical ability and aptitude are a guarantee of the effectiveness of his work.

Currently, the demand for teachers of all school subjects is increasing. The following requirements are set for the teachers of the new formation: mastering the new methodology and technology of professional activity; formation of personal qualities of the teacher as a carrier of democratic ideals; formation of readiness to teach and engage in continuous self-education in the face of new requirements (mastery and knowledge of new technologies of education); formation of a pedagogical personality capable of making independent and responsible decisions – emphasizes.

To develop in children an interest in conducting research work, and to form a skill, students of 6 grade provided a study on the topic “Non-verbal methods of

communication in English and Kazakh languages". As part of this study, students conducted a comparative analysis of the similarities and differences in the use of non-verbal means of communication in two languages, studied in detail the types of non-verbal kinds of communication, delved into the history of the emergence of a particular method, and analyzed their use on the example of social networks. A statistical table of the use of such methods in social networks was also created, and in the course of the study, certain results were summed up. All work was carried out as part of a school project, the students worked under the guidance of subject teachers and at the end wrote a paper with the same name.

Relevance of the topic. The 21st century is the century of information technologies, the 21st century is the century of globalization. The development of information technologies, and the development of the Internet, requires the mobilization of humanity in the world, and the strengthening of relations between people. That is why today it is considered relevant to study the types of world relations in general. Not only by learning the language, but by looking at the non-verbal elements of communication, i.e., gestures and body movements, you can estimate which nation and continent a person is a representative of, and you can predict how to talk to that person.

Even according to research by scientists, 80 % of communication is carried out through non-verbal means. Only the remaining 20 % is transmitted through language. Even in the recent difficult situations that have befallen the people of the world, including the lockdown introduced due to the coronavirus epidemic, non-verbal ways of people's communication have increased.

It can be observed on social networks, especially on TikTok, which the world's youth are watching. Therefore, in the research work, non-verbal actions in the Kazakh English language were studied and the results of the conducted experiments were presented.

The aim of the research: to study the formation of research skills of students

The subject of the research: non-verbal actions in Kazakh and English languages

The purpose and objectives of the research: the basis of the research is the requirements of communication in the age of globalization. Therefore, in the research work, we aimed to compare non-verbal actions in Kazakh and English languages and to determine to what extent people can understand without knowing the language, or to what extent it is possible to understand a person's mood and emotions through non-verbal actions.

By this goal, the implementation of the following tasks is based on:

- Determination of the requirements of the globalization process;
- Identify non-verbal actions in the Kazakh language;
- Identify non-verbal actions in English;

- Comparison of non-verbal actions in Kazakh and English languages;
- To study the activity of non-verbal actions.

### **Results and discussion**

The research work was carried out based on the principles of objectivity and scientific consistency. Based on the methods of research and analysis, the findings were analyzed, conclusions were made, and the main research results were determined. Also, based on the topic, the method of concluding by collecting information, analyzing and collecting data, conducting a survey, interviewing, and doing practical work was used.

The data sources of the research are articles and studies related to the topic.

Through this research work, we will get an answer from experience to the question of how to establish relations with representatives of the whole world in the modern era of new technologies and the development of the Internet in the process of globalization. After studying the role of non-verbal methods in establishing communication, we present their importance and features of use. In addition, we offer the most popular non-verbal tricks. Based on these steps, we think we will take a small step toward developing common human values.

The most popular and similar non-verbal tricks in the Kazakh and English languages are offered. Along with the power of words, we can skillfully and precisely express our inner feelings, thoughts, and attitudes with gestures, and sensitively understand the mood of others.

It is known that there are a lot of non-verbal actions in the Kazakh English language. After researching, we found similarities and features of actions in the two languages.

In the research of Kazakh linguistics, non-verbal actions were divided into men's and women's.

2. From the non-verbal actions of the Kazakh people, it can be seen that a woman is at least one step lower than a man. Because in most cases, women say hello, and in the family, a woman watches her husband's eyebrows.

Similarities:

1 non-verbal actions have a great function in the languages of both countries;  
2 it was determined that non-verbal actions in both languages include body parts, voice, intonation, timbre, rhythm, and movements;

3 non-verbal actions of both countries inform about their national characteristics and culture;

in English language education

1 He identified nine specific types of non-verbal actions in English language education. During the division, they took into account all actions and behaviors characteristic of a person in general, not their sexual characteristics.



2 The fact that men and women have equal rights in the English population is evident from the fact that they do not differentiate non-verbal actions based on gender.

3 The fact that English people are open and emotional can be seen from non-verbal actions, their study, and grouping.

Differences:

Although they are not separated in Kazakh linguistics, non-verbal actions related to men and women are distinguished. While conducting research, we found out that it is necessary to pay attention to the following phenomena in the course of communication with a person:

1 Is he a man or a woman;

2 Pay attention to the person's appearance. Because appearance and clothing are also a secret.

3 Does the interlocutor look you in the eye? Because by the movement of the eyes, blinking, you can determine how a person feels about you or how carefully he listens to you;

4 Haptics. It means a person's love for you;

5 Proxemics. Pay attention to how far the interlocutor is from you.

6 Body language and posture;

7 Pay attention to paralinguistics

### **Conclusion**

Thus, students research works to increase their interest in the subject, introduce innovations, expand their knowledge, increase their ability to think creatively, and therefore greatly contribute to the child's development.

The use of such methods as the research method has an unambiguously positive effect on the learning process as a whole, helps to diversify the studied material, opens it up from a new side, also teaches a more serious approach to learning that requires maximum concentration to get results. In the course of conducting this kind of research, the student learns to show interest, set goals and objectives, ask questions, find answers to them, systematize the knowledge gained, and be able to summarize the results and draw conclusions. But along with this, it is a big step towards further larger-scale and serious research that the student will conduct in the future.

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Material received on 13.03.23.

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Қазақстан Республикасы, Астана қ.

Материал 13.03.23 баспаға түсті.

## ШЕТ ТІЛІН ОҚЫТУ БАРЫСЫНДА ОҚУШЫЛАРДЫҢ ЗЕРТТЕУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

*Бұл мақалада студенттер мен оқушылардың зерттеушілік дағдыларын қалыптастыру қарастырылады. Бұл мақаланың бірінші бөлімінде студенттердің зерттеушілік дағдыларын қалыптастырудың негізгі аспектілері, бұл не үшін маңызды, оқушы немесе студент зерттеу барысында қандай дағдыларды игереді, бұл әдіс шетел тілін үйренуде қаншалықты тиімді және оқушының пәнге деген қызығушылығын қалыптастыруға қаншалықты көмектесетіндігі қарастырылды. Мақаланы жазу барысында бұл әдіс тиімді және ағылшын тілін оқытудың консервативті әдістерін әртараптандыруға көмектесетіні, сонымен қатар оқытылатын пәнге қызығушылық деңгейін арттыратыны, топта жұмыс істеу дағдысын қалыптастыратыны, сонымен қатар зерттеу жұмыстарын жүргізу дағдысын қалыптастыруына оңды әсерін тигізетіндігіне көз жеткіздік. Осы зерттеу аясында 6-сынып оқушыларының қазақ және ағылшын тілдеріндегі бейвербалды қарым-қатынас әдістері тақырыбы бойынша жүргізген зерттеу жұмысына шолу жасалды. Бұл әдістердің екі тілде қолданылуының ұқсастықтары мен айырмашылықтары анықталды, сонымен қатар бейвербалды коммуникация әдістерінің шығу этимологиясына салыстырмалы талдау жасалды.*

*Кілтті сөздер: зерттеу дағдылары, әдістері, коммуникация, шет тілі, кәсіби қызмет.*

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Материал поступил в редакцию 13.03.23.

## **ФОРМИРОВАНИЕ ИССЛЕДОВАТЕЛЬСКИХ НАВЫКОВ У УЧЕНИКОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

*Данная статья рассматривает вопросы формирования исследовательских навыков у студентов и учеников. В первой части данной статьи отображены основные аспекты формирования исследовательских навыков у учеников, почему это имеет важность, какие навыки ученик либо студент приобретает в ходе проведения исследования, насколько эффективен данный подход при изучении иностранного языка, и насколько он помогает формировать интерес учащегося к предмету. В ходе написания статьи было выявлено, что данный подход является эффективным и помогает разнообразить консервативные методы преподавания английского языка, также повышает уровень интереса к изучаемому предмету, формирует навык работы в команде, также формирует навык проведения исследовательских работ. В рамках данного исследования был сделан обзор исследования, проведенного учениками 6 классов на тему невербальных методов коммуникаций в казахском и английском языках. Были определены сходства и различия использования данных методов в обоих языках, также проведен сравнительный анализ этимологии происхождения тех или иных средств передачи невербальных методов коммуникации.*

*Ключевые слова: исследовательские навыки, методы, коммуникация, иностранный язык, профессиональная деятельность.*

Теруге 13.03.2023 ж. жіберілді. Басуға 31.03.2023 ж. қол қойылды.

Электронды баспа

3,41 МБ RAM

Шартты баспа табағы 25,38. Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген: А. К. Темиргалинова

Корректорлар: А. Р. Омарова, Д. А. Кожас

Тапсырыс № 4037

Сдано в набор 13.03.2023 г. Подписано в печать 31.03.2023 г.

Электронное издание

3,41 МБ RAM

Усл. печ. л. 25,38. Тираж 300 экз. Цена договорная.

Компьютерная верстка: А. К. Темиргалинова

Корректоры: А. Р. Омарова, Д. А. Кожас

Заказ № 4037

«Toraighyrov University» баспасынан басылып шығарылған

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