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DIDACTIC BASIS FOR TEACHING FOREIGN STUDENTS THE KAZAKH LANGUAGE

Abstract. This article discusses the didactic foundations of teaching the Kazakh language to foreign students. The study analyzes the principles of teaching, effective methods and techniques, ways of organizing educational materials. The authors emphasize the importance of the principles of scientific validity, visibility, privatization, consistency and motivation. In addition, the effectiveness of communicative, interactive and intercultural methods is differentiated, and the need for the use of modern technologies is proved. The results of the study are aimed at improving the quality of teaching the Kazakh language to a foreign audience. The competitiveness of a nation, measured by the level of qualification, every day there is an increasing need to raise the education system to the international level.

In our research article, from a scientific point of view, learning technologies and its didactic foundations, which are prerequisites for students to master the Kazakh language, are considered. Features of the student learning the language as a person requires the coincidence of didactic fundamentals in the process of learning the language. The function of didactics in teaching the language is determined, its theoretical and methodological nature is comprehensively disclosed. Didactic science justifies a different level of problematic situation. In order to broadly study the topic, the works of well-known linguists relied on the scientific basis for the consistent organization of the didactic principles of the content of student learning. The systems of methods that have a positive impact on the organization of quality language learning with the help of new technologies are analyzed.

Keywords: Kazakh language, student, didactics, method, linguistics, position, teaching technology.

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Қазақ тілін шетелдік студенттерге оқытудың дидактикалық негізі

Аннотация. Бұл мақалада қазақ тілін шетелдік студенттерге оқытудың дидактикалық негіздері қарастырылады. Зерттеуде оқыту қағидалары, тиімді әдістер мен тәсілдер, оқу материалдарын ұйымдастыру жолдары талданады. Авторлар ғылыми негізділік, көрнекілік, жекешелендіру, жүйелілік және мотивация қағидаларының маңыздылығын атап көрсетеді. Сонымен қатар, коммуникативтік, интерактивті және мәдениетаралық әдістердің тиімділігі сараланып, заманауи технологияларды қолданудың қажеттілігі дәлелденеді. Зерттеу нәтижелері қазақ тілін шетелдік аудиторияға үйрету сапасын арттыруға бағытталған. Біліктілік деңгейімен өлшенетін ұлттың бәсекелестік қабілеті бүгінде білім беру жүйесін халықаралық деңгейге көтерудің қажеттілігін күн санап арттыруда.

Зерттеу мақаламызда студенттердің қазақ тілін жетік менгеруіне алғышарт болатын оқыту технологиялары және оның дидактикалық негіздері ғылыми түрғыдан қарастырылады. Тіл үйренуші студенттің жеке тұлға ретіндегі ерекшеліктері тіл үйрету барысында дидактикалық негіздерінің бір-біріне сәйкес келуін қарастырады. Тілді үйретудегі дидактиканың қызметі айқындалып, оның теориялық және әдістемелік сипаты жан-жақты ашылады. Дидактика ғылымында проблемалық жағдайдың түрлі деңгейі дәйектеледі. Тақырыпты кеңінен тарқата зерделеу мақсатында студентке мазмұнды білім берудің дидактикалық принциптерін дәйекті ұйымдастыруды ғылыми негізде тұжырымдаған белгілі тіл мамандарының еңбектері басшылықта алынды. Тілді сапалы оқытуды жаңа технология арқылы ұйымдастыруға оң ықпалын тигізетін әдістер жүйелері сараланды.

Кілт сөздер: қазақ тілі, студент, дидактика, әдіс-тәсіл, лингвистика, ұстаным, оқыту технологиясы.

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Дидактическая основа обучения иностранных студентов казахскому языку

Аннотация. В данной статье рассматриваются дидактические основы обучения иностранных студентов казахскому языку. В исследовании анализируются принципы обучения, эффективные методы и приемы, пути организации учебного материала. Авторы подчеркивают важность принципов научной обоснованности, наглядности, индивидуализации, системности и мотивации. Кроме того, дифференцируется эффективность коммуникативных, интерактивных и межкультурных методов, доказывается

необходимость применения современных технологий. Результаты исследования направлены на повышение качества преподавания казахского языка зарубежной аудитории. Конкурентоспособность нации, измеряемая уровнем квалификации, возрастающая с каждым днем имеет необходимость поднять систему образования на международный уровень.

В исследовательской статье с научной точки зрения рассматриваются технологии обучения и его дидактические основы, являющиеся предпосылками овладения учащимися казахским языком. Особенности изучающего язык студента как личности предусматривают совпадение дидактических основ в процессе обучения языку. Определена функция дидактики в обучении языку, всесторонне раскрыта ее теоретико-методологическая природа. В дидактической науке обосновывается разный уровень проблемной ситуации. В целях широкого изучения темы использовались работы известных языковедов, которые опирались на научную основу последовательной организации дидактических принципов содержания обучения учащихся. Проанализированы системы методов, оказывающих положительное влияние на организацию качественного обучения языку с помощью новых технологий..

Ключевые слова: казахский язык, студент, дидактика, метод, языкознание, позиция, технология обучения.

Introduction

Didactics - by its complex and large-scale nature, principles, foundations, changes according to the needs of the times and always leads to development. In general, the didactic basis of teaching the Kazakh language is determined in accordance with the educational standards of the national education system and obeys the didactic laws as a compulsory subject in the program.

After reviewing the scientific works aimed at studying the important issues of teaching the Kazakh language, it was determined that the didactic foundations of teaching the Kazakh language in higher educational institutions still require research and the relevant laws should be determined in depth. The main reason for this is that the degree of research of the didactics of Kazakhstan's higher educational institutions is still not fully up to date. A student at a higher educational institution is a future specialist. The didactic foundations of the Kazakh language teaching methodology in today's higher educational institutions in most cases do not exceed the level of didactics of secondary schools.

In the science of didactics, different levels of the problem situation are identified. If we refer to the first level, the teacher presents the educational material in a problematic sequence, and the second level, the teacher creates a problem situation and solves it together with the students. And at the third level, the teacher puts forward the problem and students are engaged in solving it. The fourth level is distinguished by the fact that students solve the problem they created themselves. Therefore, this fourth level of didactics is often seen in language teaching. And the previous three levels mentioned are considered preparation for the fourth level, which is considered important. In this regard, the scientist I.A. Zimnyaya considers it the most valuable activity for language learners to find and recognize the problem in the learning environment, and then to check the appropriate solution and its correctness by themselves [1, p. 192].

Teaching the Kazakh language to foreign students is an urgent problem that requires its own methods, principles and laws of Language Teaching. In the context of modern globalization, it is important to improve the quality of teaching and recognition of the Kazakh language at the international level. This article discusses the didactic foundations of teaching the Kazakh language to foreign students.

1.Didactic principles of teaching the Kazakh language

In teaching the Kazakh language to foreign students, it is necessary to rely on the basic didactic principles of pedagogical science. During the training, the following basic principles should be taken into account:

- The principle of scientific validity – educational material must be scientifically substantiated and systematically presented. This principle ensures the objectivity and accuracy of the learning process;
- The principle of visualization is to simplify the process of learning a language through the use of multimedia tools, infographics and illustrations. Visual materials enhance students' memory;
- The principle of learning through activity is the development of speech skills through practical tasks and role-playing games. This principle helps students to actively use and practice the Kazakh language;
- The principle of individualization is to adapt the training program to the individual abilities and language level of each student. This approach allows teaching according to the language needs and pace of development of each student;
- The principle of consistency – language lessons should be built sequentially and develop from easy to complex. This method contributes to the effective assimilation of educational material.
- The principle of motivation – the use of cultural and cognitive elements in order to increase students' interest in the Kazakh language

2. Modern methods and technologies are used in teaching the Kazakh language to foreign students. The most common and effective methods will be described below:

- Communicative method-active involvement of students in speech activity;
- Method of full language acquisition-parallel development of listening, pronunciation, writing and reading skills;
- Interactive learning technologies – online platforms, mobile applications, game methods;
- Project method-focus on research projects to increase students' interest.

To ensure terminological clarity throughout the article, the following definitions are applied:

- Principle – A general pedagogical guideline or foundational rule (e.g., the principle of scientific validity).
- Method – A structured instructional approach used to implement principles (e.g., the communicative method).
- Position – A didactic stance or orientation that shapes the philosophy or focus of language instruction (e.g., the cognitive position).

Research methods and materials

The works of linguists K. Kadashaeva, F. Orazbaeva, N. Kurman, who developed the theory of language communication and as a result of this, opened a new field in domestic methodological science with a new system of comprehensively mastering the didactic basis of teaching the Kazakh language, were considered as the material of our research work.

In linguistics, the concept of “teaching technology” is recognized as a unique systematic method for the overall determination and application of the process of teaching and learning, as defined in UNESCO documents, and it is defined as the selection of all personal and technical resources in the system and the optimization or quality of language teaching didactics as the main goal. In addition, in the course of the research, the method of systematization and analysis is used in order to follow and judge the special positions determined as the didactic basis of teaching the Kazakh language to foreign students.

Pedagogical, linguistic and cognitive methods were used to consider the methods of teaching the Kazakh language to foreign students. Manuals for teaching the Kazakh language, methodological manuals, electronic resources, curricula and curricula in the Kazakh language for

foreign students, test tasks and questionnaires assessing the language level of students mastering the Kazakh language, multimedia materials and online platforms used in the educational process (BilimLand, iTest, Quizlet, Kahoot).

Survey and testing method-this method is used to find out how well students master the Kazakh language. Their level is determined using special questions and tests.

The method of observation and experiment – we teach one group of students in one method, and another in another, and see which one is most effective.

Content analysis method-we analyze books and materials that teach the Kazakh language and study which ones are most effective.

Comparative method-we compare different approaches to teaching the Kazakh language with methods of teaching other languages and choose the most suitable one.

The use of interactive methods – teaching through online lessons, games, videos, that is, to make learning interesting and easy.

Using these methods together, you can find the most effective way to teach the Kazakh language to foreign students. Information and communication technologies represent a great change in education and we must adapt to them [2].

Literature review

There are Russian G.I. Shchukina [3], N.P. Ogorodnikov [4], V.A. Popkov [5], and domestic scientists K. Kadasheva [6], F. Orazbaeva [7], Zh. Dauletbekova [8], K. Zhaksylykova [9], N. Kurmanova [10] among the scientists who have studied the didactic bases and principles of content teaching of the language at the higher educational institution and have written works that have been formulated.

The founder of didactics, pedagogue Ya.A. Komensky, in his works, talks about the need to create an educational system that allows an ordinary teacher to prepare a competent, professional specialist from an ordinary learner: «For a didactic machine, it is necessary to identify and find the following issues:

- 1) specific goals;
- 2) tools and methods that can be used with precision and confidence to achieve those goals;
- 3) it is necessary to have clear and precise rules for the use of defined means and methods that will not achieve the intended goal» [11].

The great didactic emphasized: the goal, the means to achieve it and the principle, the system consisting of these three categories is now called «pedagogical technology» and is widely used in the educational process.

Results and discussion

Based on the findings of many scientists, the didactic basis of teaching the state language is determined by the following principles:

- the position of putting the problem forward and causing it;
- the position of teaching grammar from a cognitive point of view;
- the position of repeating the acquired knowledge;
- action planning position;
- accumulation of new knowledge using comprehensive knowledge, in other words integration.

The system of cognitive, affective and linguistic positions highlighted by K.Kadasheva connecting these positions with the methods of didactics in the process of teaching the Kazakh language to foreign students, which was taken as a research object, was guided by the following principles [6, p. 53]:

- cognitive position;

- teach the context;
- applause;
- strategic capacity;
- position due to inner feelings;
- linguistic “I” position;
- attitude of self-confidence;
- teaching position by connecting culture and language;
- position of the language gap;
- communicative competence.

By systematizing the didactic positions of the quality education system using the special technology of teaching the Kazakh language in a foreign language lecture hall, it was determined what the specific purpose of each recognized position is. First of all, if we talk about the position of scientificity, this position requires the selection of project topics in accordance with the level of today's modern science in accordance with the educational material aimed at teaching the Kazakh language, and the full mastery of the laws of scientific knowledge by the student of the language through independent research.

The next, *linguistic position* forms the linguistic “I” of the student, recognizes the culture and language and the interlinguistic relationship between the Kazakh language and the mother tongue of the foreign student, and forms communicative competence in the student as a result of education.

The principle of consistency assumes the proof that linguistic units are in functional relationship with each other, in addition to distinguishing consistency in the structure of the Kazakh language. In addition, he mastered the methods of recognizing other systems in science through the language system, and connected it with educational materials, and directed him to prepare a special project.

The principle of gradually increasing the amount of knowledge is distinguished by the fact that the student's activity, which began with the search for simple data, while learning the phonetic, grammatical, lexical laws of the Kazakh language on his own, clearly recognized the application of the theory of the language in real practice, ended in unity.

Another important and necessary position for a language student is called *constant maintenance of interdisciplinary communication*. This position harmoniously combines the theories and laws of the subjects (for example, philosophy, literature, history, cultural studies, etc.) that are close to the student in developing a project related to language science.

The position of keeping the order of sequence - in the process of learning the Kazakh language, the students find the content and logical connections of the topics given to them, and as a result, the work from the reproductive to the creative level of knowledge is directed towards one goal.

The position of accuracy - it is necessary for the language learner to know the meaning and scope of the presented topic and, most importantly, to meet the didactic requirements, and to take concrete steps for successful research and results.

Consciousness position - having a positive motivation in carrying out research work while performing the tasks of the student's own work / student's own work with the teacher and helps to understand the scientific importance of the topic.

Visualization position - the language learner aims to be able to visualize solutions to problems related to the topic chosen by the student by modeling and idealizing, using various methods of teaching technology.

The position of close connection of theory and practice with life is limited to taking into account the personality aspect of the language learner in relation to his ability, individuality, interest, and professional interest in performing special tasks.

The affective position is the strategic power of the language learner, which is recognized during the study of the Kazakh language, aims to control his internal and external feelings, to keep the student confident during the research work and formulation.

Cognitive position - language learning is focused on the development of the language learner's cognitive, in other words, critical abilities of perception, thinking, summarizing, speaking, and remembering in the cognitive stage. At this point, the language learner's correct and expressive speech in Kazakh forms research methods that are a prerequisite for positive results in the course of the language learner's search, and a respectful relationship with the teacher and fellow students.

In education, the position of taking into account the student's development possibilities is to take into account the student's age and psychological characteristics before performing each language task, and take into account their impact on the performance of research work.

The principle of the complexity of the methodological system is that the language learner is guided by the centralization of the knowledge that begins with the theory of the Kazakh language and practical work in the subsequent period into one complex common system.

The cognitive function of these positions, the examination in accordance with today's times, proves that didactic issues are constantly developing with time. Didactics is primarily about teaching a language student "what to teach?" is looking for an answer to the question. That is, it determines the meaning and content of educational materials and tools that implement the above-mentioned positions in the educational process. And the content of the knowledge provided to the language learner is the scientific basis that brings the student's speaking and writing literacy in the Kazakh language to the level of a fully formed person in accordance with the grammatical norms, the lexical fund is developed at a professional level, and in general, a person who has mastered the Kazakh language. Our scientific basis is established in special regulatory documents, and the content of the Kazakh language taught in higher educational institutions is determined in accordance with the state education standard.

In general, it is impossible to fully learn the multifaceted nature of the Kazakh language by learning in only one direction. However, the organization of the lexical layer of the Kazakh language in accordance with the professional characteristics of students in their specialties, especially the implementation of project tasks that are directly related to these specialties to solve social problems of the Kazakh language, will certainly have a positive effect. In accordance with it, it is required that the characteristics of the language learner at the stages of development as an individual correspond to the didactic foundations of the language teaching process [12, p. 262].

The standard is an important document showing the direction of public education prepared based on the capabilities of the educational system [13]. The composition of the state education standard is made up of such components as the basic curriculum, subject standard, state requirements for subject teaching. Although the content of Kazakh language education for students is specified in the "Language Teaching Standard for Students", a special comprehensive teaching methodology, a new technological system of teaching has not been prepared. Therefore, when the question of the content of education is raised, there is no uniform opinion among linguists who teach Kazakh as a second language. At this point, K. Kadasheva systematizes the teaching tools used in teaching the Kazakh language as a second language as follows [6, p. 95]:

- Educational tools for the teacher: state education standard, curriculum, book for the teacher, list of methodological literature.
- Learning materials for language learners: basic textbook; educational tool, dictionary, set of exercises for language development.
- Shared audiovisual learning media: video and audio, electronic equipment recorded on disk or flash drive.

Didactics defines the concepts of «method, approach» together with it. F. Orazbaeva and K. Kadasheva, who studied the didactic basis of teaching the Kazakh language, not only explained the difference between these concepts, but clearly conveyed it with the methods of the system of tasks performed by students. F. Orazbaeva explained the difference between these concepts and scientifically substantiated their role [7, p. 152], K. Kadasheva in her scientific monograph defined 22 different types of methods [14, p. 130] and grouped the following methods that ensure quality learning of the Kazakh language by students:

- methods of creating motivation in teaching;
- method of comprehensive organization of educational and cognitive processes;
- a control method that increases efficiency in training [14, p. 133].

N. Kurmanova points out that the practical application of these methods does not lead to the emergence of new methods, but that during their use they lead to different results with partial displacement in different forms. Summarizing this combinatorial use of methods, the scientist called it “methods of theoretical knowledge”. This series includes: analysis, synthesis, induction and deduction, experiment, modeling, observation, comparison, classification, survey and testing methods [10, p. 41].

To assess the effectiveness of the methods described above, a comparative experiment was conducted using two groups of foreign students learning the Kazakh language. The results demonstrate a measurable improvement in students' language proficiency when interactive and communicative methods were applied.

Table №1 – Average Kazakh Language Proficiency Scores (Before and After Instruction)

Group	Method Used	Pre-Test Score (%)	Post-Test Score (%)	Improvement (%)
A	Traditional Grammar Method	54	63	+9
B	Communicative and Interactive	52	74	+22

These findings support the argument for incorporating modern, student-centered techniques in the Kazakh language instruction.

Justification of New Methods

Among the newly introduced methods, the “method of analysis and application of a winning situation” plays a crucial role in building student motivation and confidence. Rooted in constructivist pedagogy, this method involves assigning real-world, solvable tasks to students, creating positive learning experiences that foster engagement and autonomy.

Example:

Example:

As part of the practical implementation, 28 foreign students participated in a task where they were asked to prepare and present a welcome speech in Kazakh for an incoming group of international peers. The activity spanned over two weeks and was integrated into the regular curriculum. This task encouraged active vocabulary usage, grammatical structure application, and cultural reflection, leading to improved language fluency and self-confidence.

According to a post-task survey using a 5-point Likert scale, 82% of students reported increased confidence in public speaking in Kazakh. 75% indicated that the contextual task helped them better retain new vocabulary.

Classroom observation logs also showed a notable increase in student participation compared to previous assignments.

To further illustrate the impact, the following chart presents a comparison of students' oral performance scores before and after applying this method (Diagram №1).

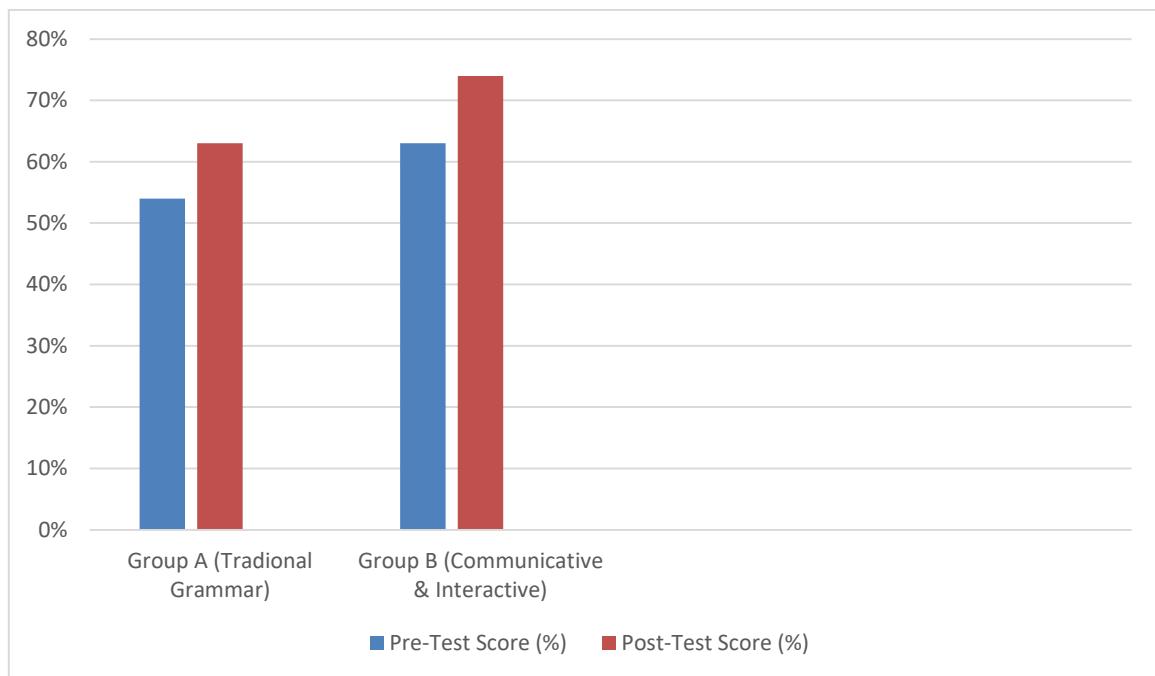


Diagram №1 – Kazakh Language Proficiency Scores: Pre-Test vs Post-Test

As illustrated in the diagram, both groups demonstrated measurable improvements in their Kazakh language proficiency after instruction. However, Group B, which was taught using communicative and interactive methods, showed a significantly greater improvement.

Group A (Traditional Grammar Method): Pre-test: 54% → Post-test: 63% → +9% improvement.

Group B (Communicative and Interactive Method): Pre-test: 52% → Post-test: 74% → +22% improvement.

These results clearly indicate that modern, student-centered approaches – such as the “method of analysis and application of a winning situation” – are more effective in enhancing students' language performance. The higher gain in Group B supports the integration of real-life, engaging tasks into the learning process, fostering better retention, motivation, and communicative skills.

Conclusion

The main task of today's didactics is to consider the teaching of the Kazakh language in foreign language lecture halls in higher educational institutions in close connection with the situations of all periods of the student's life. The features of the language student as an individual consider the convergence of didactic bases during language teaching. In particular, it is known that higher educational institutions need to treat humanitarian students as professionals, to update their scientific knowledge, its quality and content. That is why the improvement of the quality of education in teaching the Kazakh language at the state level and the formation of that knowledge at the level of competence, together with the above-mentioned methods, in accordance with the current trends, would allow the implementation of important tasks facing higher educational institutions. For this, it is necessary to pay attention to the frequent use of language teaching

technology, which combines modern didactics and anthropological position, and allows to develop the professional direction and search of a language student.

In the course of the research, we tried to differentiate the system of methods that have a positive influence on the organization of quality teaching of the Kazakh language using new technology, adding selected secondary methods to this series. In particular:

- methods based on quality teaching of the Kazakh language;
- methods of formation of written literacy;
- problem-based method of organizing scientific research of a language learner;
- a combination of methods based on the principle of complex application of methods;
- the method of partial use of the computer;
- method of analysis and application of a winning situation;
- heuristic method.

The stages of work organized according to special methods, which determine the didactic basis of teaching the Kazakh language to foreign students, include the following sequence:

- the student's correct definition of the problem arising from the proposed research work;
- make assumptions that are very important in solving the problem;
- discussion of research methods;
- recognition of the logic of conducting research;
- visualization of results;
- analysis of received data;
- drawing conclusions;

Summarizing the research, a language learner should understand the didactic basis of teaching, apply it from a practical point of view, and develop a scientific approach to several tasks:

- formation of respect, respect and interest in other cultures;
- ability to accept and understand other mentality, compare them with one's own national cultural experience, find differences and similarities between them;
- determining one's direction in the study of other cultures and communicating with them;
- as a result of everything, the student evaluates himself critically and understands it.

And the development of all these qualities and skills necessary for students who are learning the language is in the following processes:

- getting acquainted with the history of the Kazakh country they are studying and teaching their relations that reflect their national characteristics;
- introducing the traditions of the Kazakh people, teaching the accepted ethical principles of Kazakh life;
- providing information and teaching about the everyday culture of the Kazakh people;
- teaching to critically understand the social problems taking place;
- cultural models of the Kazakh people, as an intellectual nation, are implemented in teaching the emotional connection of work.

In teaching the Kazakh language to foreign students, it is necessary to harmoniously apply didactic principles and modern methods and techniques. The principles of scientific validity, visibility, consistency, privatization and motivation contribute to improving the effectiveness of training. Improving the communication skills of language learners, using interactive methods, and strengthening intercultural ties will facilitate their learning of the Kazakh language.

In addition, the use of new technologies in teaching the Kazakh language, the introduction of digital resources in the educational process and the use of innovative teaching approaches are relevant. The introduction of cultural and cognitive elements in the educational process, training

taking into account national characteristics-accelerates the assimilation of the Kazakh language by foreign students.

In the future, in order to improve the methodology of teaching the Kazakh language, it is important to expand cognitive-linguistic research, develop multilingual educational programs. Taking into account world experience in teaching the Kazakh language, constant updating of pedagogical Technologies is the main prerequisite for high – quality education.

The integration of these clarifications, empirical results, and theoretical justifications contributes to the overall reliability and depth of the study, enhancing its relevance to both research and classroom application.

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