

ISSN 2518-1467 (Online),  
ISSN 1991-3494 (Print)

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫНЫҢ  
Абай атындағы Қазақ ұлттық педагогикалық университетінің

# Х А Б А Р Ш Ы С Ы

## ВЕСТНИК

НАЦИОНАЛЬНОЙ АКАДЕМИИ  
НАУК РЕСПУБЛИКИ  
КАЗАХСТАН  
Қазақстан Республикасының  
педагогикалық университетінің  
Абая

## THE BULLETIN

THE NATIONAL ACADEMY OF  
SCIENCES OF THE REPUBLIC OF  
KAZAKHSTAN  
Abai Kazakh National Pedagogical  
University

PUBLISHED SINCE 1944

# 3 (403)

MAY-JUNE 2023

ALMATY, NAS RK

## **БАС РЕДАКТОР:**

**ТҮЙМЕБАЕВ Жансейіт Қансейітұлы**, филология ғылымдарының докторы, профессор, ҚР ҰҒА құрметті мүшесі, Әл-Фараби атындағы Қазақ ұлттық университетінің ректоры (Алматы, Қазақстан)

## **БАС РЕДАКТОРДЫҢ ОРЫНБАСАРЫ:**

**БИЛЯЛОВ Дархан Нұрланұлы**, PhD, ҚР ҰҒА құрметті мүшесі, Абай атындағы Қазақ ұлттық педагогикалық университетінің ректоры (Алматы, Қазақстан), **Н = 2**

## **ҒАЛЫМ ХАТШЫ:**

**ӘБІЛҚАСЫМОВА Алма Есімбекқызы**, педагогика ғылымдарының докторы, профессор, ҚР ҰҒА академигі, Абай атындағы ҚазҰПУ Педагогикалық білімді дамыту орталығының директоры (Алматы, Қазақстан), **Н = 2**

## **РЕДАКЦИЯ АЛҚАСЫ:**

**САТЫБАЛДЫ Әзімхан Әбілқайырұлы**, экономика ғылымдарының докторы, профессор, ҚР ҰҒА академигі, Экономика институтының директоры (Алматы, Қазақстан), **Н = 5**

**САПАРБАЕВ Әбдіжапар Жұманұлы**, экономика ғылымдарының докторы, профессор, ҚР ҰҒА құрметті мүшесі, Халықаралық инновациялық технологиялар академиясының президенті (Алматы, Қазақстан), **Н = 6**

**ЛУКЪЯНЕНКО Ирина Григорьевна**, экономика ғылымдарының докторы, профессор, «Киево-Могилян академиясы» ұлттық университетінің кафедра меңгерушісі (Киев, Украина), **Н = 2**

**ШИШОВ Сергей Евгеньевич**, педагогика ғылымдарының докторы, профессор, К. Разумовский атындағы Мәскеу мемлекеттік технологиялар және менеджмент университетінің кәсіптік білім берудің педагогикасы және психологиясы кафедрасының меңгерушісі (Мәскеу, Ресей), **Н = 4**

**СЕМБИЕВА Ләззат Мықтыбекқызы**, экономика ғылымдарының докторы, Л.Н. Гумилев атындағы Еуразия ұлттық университетінің профессоры (Нұр-Сұлтан, Қазақстан), **Н = 3**

**АБИЛЬДИНА Салтанат Қуатқызы**, педагогика ғылымдарының докторы, профессор, Е.А.Бөкетов атындағы Қарағанды мемлекеттік университеті педагогика кафедрасының меңгерушісі (Қарағанды, Қазақстан), **Н = 3**

**БУЛАТБАЕВА Күлжанат Нурымжанқызы**, педагогика ғылымдарының докторы, профессор, Ы. Алтынсарин атындағы Ұлттық білім академиясының бас ғылыми қызметкері (Нұр-Сұлтан, Қазақстан), **Н = 2**

**РЫЖАКОВ Михаил Викторович**, педагогика ғылымдарының докторы, профессор, Ресей білім академиясының академигі, «Білім берудегі стандарттар және мониторинг» журналының бас редакторы (Мәскеу, Ресей), **Н = 2**

**ЕСІМЖАНОВА Сайра Рафихевна**, экономика ғылымдарының докторы, Халықаралық бизнес университетінің профессоры, (Алматы, Қазақстан), **Н = 3**

**«Қазақстан Республикасы Ұлттық ғылым академиясының Хабаршысы».**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print).**

Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы» РҚБ (Алматы қ.). Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 12.02.2018 ж. берілген

**№ 16895-Ж** мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тақырыптық бағыты: *әлеуметтік ғылымдар саласындағы зерттеулерге арналған.*

Мерзімділігі: жылына 6 рет.

Тиражы: 300 дана.

Редакцияның мекен-жайы: 050010, Алматы қ., Шевченко көш., 28, 219 бөл., тел.: 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

© Қазақстан Республикасының Ұлттық ғылым академиясы, 2023  
Типографияның мекен-жайы: «Аруна» ЖК, Алматы қ., Мұратбаев көш., 75.

## ГЛАВНЫЙ РЕДАКТОР:

**ТУЙМЕБАЕВ Жансент Кансеитович**, доктор филологических наук, профессор, почетный член НАН РК, ректор Казахского национального университета им. аль-Фараби (Алматы, Казахстан)

## ЗАМЕСТИТЕЛЬ ГЛАВНОГО РЕДАКТОРА:

**БИЛЯЛОВ Дархан Нурланович**, PhD, почетный член НАН РК, ректор Казахского национального педагогического университета им. Абая (Алматы, Казахстан), **Н = 2**

## УЧЕНЫЙ СЕКРЕТАРЬ:

**АБЫЛКАСЫМОВА Алма Есимбековна**, доктор педагогических наук, профессор, академик НАН РК, директор Центра развития педагогического образования КазНПУ им. Абая (Алматы, Казахстан), **Н = 2**

## РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

**САТЫБАЛДИН Азимхан Абылкаирович**, доктор экономических наук, профессор, академик НАН РК, директор института Экономики (Алматы, Казахстан), **Н = 5**

**САПАРБАЕВ Абдижапар Джуманович**, доктор экономических наук, профессор, почетный член НАН РК, президент Международной академии инновационных технологий (Алматы, Казахстан), **Н = 6**

**ЛУКЪЯНЕНКО Ирина Григорьевна**, доктор экономических наук, профессор, заведующая кафедрой Национального университета «Киево-Могилянская академия» (Киев, Украина), **Н = 2**

**ШИШОВ Сергей Евгеньевич**, доктор педагогических наук, профессор, заведующий кафедрой педагогики и психологии профессионального образования Московского государственного университета технологий и управления имени К. Разумовского (Москва, Россия), **Н = 4**

**СЕМБИЕВА Лязгат Мыктыбековна**, доктор экономических наук, профессор Евразийского национального университета им. Л.Н. Гумилева (Нур-Султан, Казахстан), **Н = 3**

**АБИЛЬДИНА Салтанат Куатовна**, доктор педагогических наук, профессор, заведующая кафедрой педагогики Карагандинского университета имени Е.А.Букетова (Караганда, Казахстан), **Н=3**

**БУЛАТБАЕВА Кулжанат Нурымжановна**, доктор педагогических наук, профессор, главный научный сотрудник Национальной академии образования имени Ы. Алтынсарина (Нур-Султан, Казахстан), **Н = 3**

**РЫЖАКОВ Михаил Викторович**, доктор педагогических наук, профессор, академик Российской академии образования, главный редактор журнала «Стандарты и мониторинг в образовании» (Москва, Россия), **Н=2**

**ЕСИМЖАНОВА Сайра Рафихевна**, доктор экономических наук, профессор Университета международного бизнеса (Алматы, Казахстан), **Н = 3**

**«Вестник Национальной академии наук Республики Казахстан».**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print).**

Собственник: ООО «Национальная академия наук Республики Казахстан» (г. Алматы).  
Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан № **16895-Ж**, выданное 12.02.2018 г.

Тематическая направленность: *посвящен исследованиям в области социальных наук.*

Периодичность: 6 раз в год.

Тираж: 300 экземпляров.

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28, ком. 219, тел. 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

© Национальная академия наук Республики Казахстан, 2023

Адрес типографии: ИП «Аруна», г. Алматы, ул. Муратбаева, 75.

#### **EDITOR IN CHIEF:**

**TUIMEBAYEV Zhansait Kanseitovich**, Doctor of Philology, Professor, Honorary Member of NAS RK, Rector of Al-Farabi Kazakh National University (Almaty, Kazakhstan).

#### **DEPUTY CHIEF DIRECTOR:**

**BILYALOV Darkhan Nurlanovich**, Ph.D, Honorary Member of NAS RK, Rector of Abai Kazakh National Pedagogical University (Almaty, Kazakhstan), **H = 2**

#### **SCIENTIFIC SECRETARY:**

**ABYLKASSYMOVA Alma Esimbekovna**, Doctor of Pedagogical Sciences, Professor, Executive Secretary of NAS RK, President of the International Academy of Innovative Technology of Abai Kazakh National Pedagogical University (Almaty, Kazakhstan), **H = 2**

#### **EDITORIAL BOARD:**

**SATYBALDIN Azimkhan Abilkairovich**, Doctor of Economics, Professor, Academician of NAS RK, Director of the Institute of Economics (Almaty, Kazakhstan), **H = 5**

**SAPARBAYEV Abdizhapar Dzhumanovich**, Doctor of Economics, Professor, Honorary Member of NAS RK, President of the International Academy of Innovative Technology (Almaty, Kazakhstan) **H = 4**

**LUKYANENKO Irina Grigor'evna**, Doctor of Economics, Professor, Head of the Department of the National University "Kyiv-Mohyla Academy" (Kiev, Ukraine) **H = 2**

**SHISHOV Sergey Evgen'evich**, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of Professional Education of the Moscow State University of Technology and Management named after K. Razumovsky (Moscow, Russia), **H = 6**

**SEMBIEVA Lyazzat Maktybekova**, Doctor of Economic Science, Professor of the L.N. Gumilyov Eurasian National University (Nur-Sultan, Kazakhstan), **H = 3**

**ABILDINA Saltanat Kuatovna**, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy of Buketov Karaganda University (Karaganda, Kazakhstan), **H = 3**

**BULATBAYEVA Kulzhanat Nurymzhanova**, Doctor of Pedagogical Sciences, Professor, Chief Researcher of the National Academy of Education named after Y. Altynsarın (Nur-Sultan, Kazakhstan), **H = 2**

**RYZHAKOV Mikhail Viktorovich**, Doctor of Pedagogical Sciences, Professor, academician of the Russian Academy of Education, Editor-in-chief of the journal «Standards and monitoring in education» (Moscow, Russia), **H = 2**

**YESSIMZHANOVA Saira Rafikhevna**, Doctor of Economics, Professor at the University of International Business (Almaty, Kazakhstan), **H = 3**.

#### **Bulletin of the National Academy of Sciences of the Republic of Kazakhstan.**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print).**

Owner: RPA «National Academy of Sciences of the Republic of Kazakhstan» (Almaty). The certificate of registration of a periodical printed publication in the Committee of information of the Ministry of Information and Communications

of the Republic of Kazakhstan **No. 16895-Ж**, issued on 12.02.2018.

Thematic focus: *it is dedicated to research in the field of social sciences.*

Periodicity: 6 times a year.

Circulation: 300 copies.

Editorial address: 28, Shevchenko str., of. 220, Almaty, 050010, tel. 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

© National Academy of Sciences of the Republic of Kazakhstan, 2023

Address of printing house: ST «Aruna», 75, Muratbayev str, Almaty.

BULLETIN OF NATIONAL ACADEMY OF SCIENCES  
OF THE REPUBLIC OF KAZAKHSTAN  
ISSN 1991-3494  
Volume 3. Number 403 (2023), 146-159  
<https://doi.org/10.32014/2023.2518-1467.499>

© **G.B. Kozhakhmetova, 2023**

Khoja Ahmed Yasawi International Kazakh-Turkish University.  
Turkestan, Kazakhstan.  
E-mail: [gulim\\_bakberovna@mail.ru](mailto:gulim_bakberovna@mail.ru),

## **WORKING WITH DIFFERENT TYPES OF SPEECH IN THE KAZAKH LANGUAGE CLASSROOM AT THE MIDDLE STAGE OF LEARNING**

**Kozhakhmetova Gulim Bakberovna** — doctoral student in « Kazakh language and literature», «Khoja Ahmed Yasawi International Kazakh-Turkish University», Turkestan, Kazakhstan  
E-mail: [gulim\\_bakberovna@mail.ru](mailto:gulim_bakberovna@mail.ru). ORCID:0000-0002-8346-3996.

**Abstract.** The research deals with the functional types of speech in terms of the differentiation and use of the latter in the Kazakh language classroom in primary school within the framework of children’s educational activities. The research focuses on the characterizing of functional types of speech such as narration, description and reasoning. The author considers the types of speech mentioned above to be relevant for the speech practice of younger learners. The goals of the Kazakh language programme in primary school are analyzed as well as the tasks to achieve ones. The research presents as an example a designed lesson the goal of which is to consolidate the ability of learners to determine the type of text and compose texts of different types. The author comes to the conclusion that types of speech regarded are those ones important among children’s educational activities at lessons on the development of speech in primary school.

**Key words:** innovation process, quality of knowledge, innovation activity, professional competence

**Conflict of interest:** The authors declare that there is no conflict of interest.

© **Г.Б. Кожаметова, 2023**

Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті,  
Түркістан, Қазақстан.  
E-mail: [gulim\\_bakberovna@mail.ru](mailto:gulim_bakberovna@mail.ru)

## **ОҚЫТУДЫҢ ОРТА КЕЗЕҢІНДЕГІ ҚАЗАҚ ТІЛІ САБАҚТАРЫНДА ӘРТҮРЛІ СӨЙЛЕУ ТИПТЕРІМЕН ЖҰМЫС ІСТЕУ**

**Кожаметова Гулим Бакберовна** — Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Түркістан, Қазақстан  
E-mail: [gulim\\_bakberovna@mail.ru](mailto:gulim_bakberovna@mail.ru). ORCID:0000-0002-8346-3996.

**Аннотация.** Мақалада оқушылардың білім беру қызметі шеңберінде бастауыш мектепте қазақ тілі сабақтарында саралау және оларды қолдану тұрғысынан сөйлеудің функционалды типтері қарастырылды. Автордың назары баяндау, сипаттау және пайымдау сияқты функционалды сөйлеу типтерін сипаттауға бағытталған. Автор жоғарыда аталған сөйлеу типтерін бастауыш сынып оқушыларының сөйлеу тәжірибесіне қатысты деп санайды. Мақала авторы бастауыш мектепте қазақ тілін оқыту бағдарламасының мақсаттарын, сондай-ақ оларға қол жеткізу міндеттерін талдайды. Мақалада мысал ретінде оқушылардың мәтін түрін анықтау және әртүрлі типтегі мәтіндерді құрастыру қабілетін нығайтуға бағытталып әзірленген сабақ үлгілерін келтірген. Автор қарастырып отырған сөйлеу типтері оқушылардың сабақтағы оқу іс-әрекетінде маңызды болып табылады және бастауыш мектепте сөйлеудің дамуына ықпал етеді деген әділ қорытындыға келеді.

**Түйін сөздер:** инновациялық процесс, білім сапасы, инновациялық іс-әрекет, кәсіби құзыреттілік

**Мүдделер қақтығысы:** Авторлар осы мақалада мүдделер қақтығысы жоқ деп мәлімдемейді.

© Г.Б. Кожаметова, 2023

Международный казахско-турецкий университет имени Ходжи Ахмеда

Ясави, Туркестан, Казахстан.

E-mail: gulim\_bakberovna@mail.ru

## РАБОТА С РАЗЛИЧНЫМИ ТИПАМИ РЕЧИ НА УРОКАХ КАЗАХСКОГО ЯЗЫКА НА СРЕДНЕМ ЭТАПЕ ОБУЧЕНИЯ

**Кожаметова Гулим Бакберовна** — Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Туркестан, Казахстан

E-mail: gulim\_bakberovna@mail.ru. ORCID:0000-0002-8346-3996.

**Аннотация.** В настоящей статье рассматриваются функциональные типы речи с точки зрения дифференциации и их использования на уроках казахского языка в начальной школе в рамках образовательной деятельности учащихся. Внимание автора работы сосредоточено на характеристике таких функциональных типов речи, как повествование, описание и рассуждение. Автор считает упомянутые выше типы речи актуальными для речевой практики младших школьников. Автором статьи анализируются цели программы изучения казахского языка в начальной школе, а также задачи по их достижению. В статье в качестве примера представлен разработанный урок, целью которого является закрепление умения учащихся определять тип текста и составлять тексты различных типов. Автор приходит к справедливому выводу о том, что рассматриваемые виды речи являются одними из важных в учебной деятельности детей на уроках и способствуют развитию речи в начальной школе.

**Ключевые слова:** инновационный процесс, качество знаний, инновационная деятельность, профессиональная компетентность

**Конфликт интересов:** авторы заявляют об отсутствии конфликта интересов.

### **Introduction**

Working with various types of speech within the framework of children's educational activity of primary school age occupies an important place. The problem of human knowledge of functional types of speech is very relevant. We communicate a lot with different people: at home, at work, in various public places, and the ability to correctly build our speech is of great importance. It is also important to be able to understand other people. We need all this to be understood correctly, so that a person, reading a literary work, listening to someone, has the most complete and clear idea of what is at stake, can better understand the problem. Knowledge of the functional types of speech is necessary to create competent texts in accordance with the tasks of communication in various areas of human activity, for competent speech to the public.

The object of the research is the functional types of speech of the Kazakh language.

The subject of the research is the study of types of speech at the lessons of the Kazakh language in an elementary school.

The goal of the work is to consider the methodological aspects of the study of types of speech at the middle stage of learning.

Research objectives:

- 1) to examine all available literature on the research topic;
- 2) to describe the types of speech;
- 3) to analyze the Kazakh language programme;
- 4) to design a lesson on the topic "Types of texts. Consolidating».

In the process of solving these objectives, the following research methods are used: analytical (analysis of various works on the research topic), descriptive (presentation of the methodology for studying speech types at the middle stage of learning).

Working hypothesis: starting the research, we assume that types of speech are one of the main types of children's educational activity of primary school age at the lessons of speech development.

The structure of the work is determined by the subject, goal and objectives of the study. The work consists of an introduction, two chapters, a conclusion, and a list of references.

#### *1. Functional and meaningful types of speech*

The type of speech is a way of presentation chosen by the author and oriented (depending on the content of the statement and the nature of the textual information) to one of the tasks: to statically depict reality and describe it; to dynamically reflect reality and tell about it; to reflect the cause-and-effect relationships of the phenomena of reality.

Depending on the content of the statement, our speech can be divided into description, narration, reasoning. Each type of speech has distinctive features:

1. Narration: conveys the action in development in time sequence.
2. Description: characterizes static paintings, conveys their details.
3. Reasoning: conveys the development of thought regarding the subject of thought.

### *1.1 Description*

Description – this is an image of a phenomenon of reality, an object, a person by listing and disclosing their main features. For example, when describing a portrait, we will indicate such features as height, posture, gait, hair color, eyes, age, smile, etc. The description of the room will contain such features as size, wall decoration, furniture peculiarities, number of windows and so on.; when describing a landscape, these features will be trees, a river, grass, a sky or a lake, etc. Common to all types of description is the simultaneity of the manifestation of features.

The purpose of the description is for the reader to see the subject of the description, to present it in one's mind.

The description can be used in any style of speech, but in the scientific one the characterization of an object should be as complete as possible. The description of the object includes essential features, which are called adjectives or verbal nouns. (For example: Apple tree - ranet purple - frost-resistant variety. Fruits are rounded, 2.5–3 cm in diameter. Fruit weight – 17–23 g. Medium juiciness, with a characteristic sweet, slightly astringent taste).

In the description of the belles-lettres style, the most striking features that create the image are highlighted: they can be conveyed by similes, words in a figurative sense, words with evaluative suffixes. (For example: Lime apples were large and transparent yellow. If you look through an apple in the sun, it shone through like a glass of fresh linden honey. In the middle, grains blackened. If you shook a ripe apple near your ear, you could hear the seeds rattle)

The descriptive text is built according to the following compositional scheme:

1. general impression (or a general feature);
2. features of an object, person, phenomenon or animal;
3. the description may end with a general impression (or a general feature)

Let us consider the features of description texts on specific examples. Description of the Arabic cuisine: As for the second courses, here preference is given to stewed and fried meat, chicken cooked in tomato and, of course, pilaf. As a side dish, as a rule, French fries or stewed rice seasoned with tomato puree or sautéed onions are served. In the Arabic pilaf, in addition to well-known meat (beef) and rice, you will find deep-fried cabbage – cauliflower or white cabbage, as well as raisins, figs or almonds.

Description features:

- 1) Static (for example, in the description of the Arabic cuisine, its characteristic features are listed, and this picture is static, there is no movement in it).
- 2) The description of an object occurs through a description of its qualities or through a description of actions.
- 3) The semantic significance of the detail.



- 4) Simultaneity of features.
- 5) Consistency of presentation.

For example: The sun is shining. Dark. The stars are blinking. Sultry afternoon. Cold wind is blowing. The water is frozen. There is no logic in this enumeration of features of nature; phenomena incompatible in nature are named. 6) A feature can decrease or increase: the description goes from simple to complex, from the most significant to the least significant, from the general to the specific.

### *1.2 Narrative*

Narration is a story, a message about an event in its temporal sequence. The peculiarity of the narrative is that it talks about actions following one after another.

Narration as a type of speech is very common in such genres as memoirs, letters. The narrative reveals closely related events, phenomena, actions as objectively taking place in the past. The sentences of narrative contexts do not describe actions, but narrate about them, that is, the event itself, the action, is transmitted.

The narrative can be considered the main part of the author's monologue speech. It may be from a third party. This is the author's story. It can also come from the first person: the narrator is named or indicated by the personal pronoun I.

The goal is to consistently tell about the event, show the course of its development (what happened first, what happened later, how it ended).

Narrative features:

1. Dynamism – a constant change of temporary plans.
2. Actions and states have the character of refinement or chronological development (walking, stumbled).
3. Logical time sequence.

Narrative is characterized by: – semantic rows of verbs with the meaning of a sequence of actions;

- change of the temporary plan in the forms of the verb;
- specific forms of the verb with the meaning of the occurrence and instantaneous action;
- verb forms with the designation of the occurrence of an action or feature;
- circumstantial words with the meaning of the time sequence, as well as dates, digital and other time designations;
- conjunctions with the meaning of alternation, comparison or occurrence of action

The narrative text is built according to the following compositional scheme:

1. exposition (not always available),
2. conflict,
3. rising action,
4. climax,
5. denouement

For example: (Exposition) So it took about an hour. The moon shone through the window, and its beam played on the earthen floor of the hut. (Conflict) Suddenly, a shadow flashed across the bright stripe crossing the floor. (Rising action) I got up

and looked out the window, someone ran past him a second time and disappeared God knows where. I could not believe that this creature had escaped along the steep bank; however, he had nowhere else to go. I got up, put on my beshmet, girded my dagger, and quietly left the hut. (Climax) Meet me blind boy. I hid near the fence, and he walked past me with a sure but cautious step. (Denouement) Under his arms, he carried some kind of bundle and, turning towards the pier, began to descend along a narrow and steep path. (Lermontov).

### *1.3 Reasoning*

Reasoning is a verbal presentation, clarification, confirmation of any thought.

The composition of the reasoning is as follows:

1. Thesis - a position that is being proved (main idea).
2. Arguments - provisions with the help of which the correctness of the thesis is substantiated. Arguments should:
  - do not contradict each other, be logically impeccable;
  - should be given in a certain sequence that contributes to the best impact on the listeners, that is, the reasoning is characterized by a logical sequence: everything that is not related to the proof is omitted.

3. Conclusion from what has been said, which combines individual provisions, examples, arguments, in the form of a generalization or conclusion. (Thus, it is proved that ... Gleb is cruel, and no one, ever, anywhere has loved cruelty yet). The generalization should follow logically.

The thesis must be clearly provable, clearly articulated, the arguments are convincing and in sufficient quantity to confirm the thesis put forward. Between the thesis and arguments (as well as between individual arguments) there must be a logical and grammatical connection. For a grammatical connection between the thesis and arguments, introductory words are often used: firstly, secondly, finally, so, therefore, in this way. In the reasoning text, sentences with conjunctions however, although, despite the fact that, because, are widely used.

Thus, reasoning is a chain of logically interconnected theses, following which we can come to a conclusion.

Purpose: to clarify some concept, to develop, to prove or disprove some thought.

An example of a reasoning text: There are many features that distinguish a person from an animal. I do not mean that a person is smart, but an animal is stupid. The animal is not stupid at all. It has a great mind, but its mind is always connected with a certain situation. You know the expression: «Like a ram before a new gate.» This does not mean that the ram is a stupid animal. The ram has a fairly high level of intelligence. But his intellect is chained to a certain situation, he is lost. A person is always in an unforeseen situation. And he has only two legs: intellect and conscience. Conscience without a developed intellect is blind, but not dangerous, but an intellect without conscience is dangerous.

### *2. Studying speech types in primary school*

#### *2.1 Features of work when studying types of speech in primary school*

Let us consider several types of speech, especially relevant for the speech practice of younger learners.

### *Narration*

When teaching storytelling, it is important to take into account the difficulties that learners experience. In most cases, these difficulties are objectively determined – they are hidden in the very structure of the narrative. So, the fact that in the «given» one and the same object is called, which performs actions, already predisposes to the appearance of a repetition-defect. (One of the ways to avoid it is to omit the indication of the subject.) The repetition is also likely when using in the “given” words emphasizing the sequence of actions (then, after that), as well as verbs with the meaning of the beginning of actions (started, began).

The linguistic poverty of children's narratives is usually due to the fact that learners do not know how to detail actions, do not know how to divide them into component parts. This needs to be taught specifically. Among the types of exercises, the analysis of texts should take an important place, and it is useful to analyze not only exemplary utterances, but also those in need of improvement.

The quality of narratives largely depends on the ability to choose language means for naming actions. And this is quite a difficult task. In the narration, the form of verbs of the past tense of the perfect form is most often used. It is these verbs that allow you to convey a sequence of actions.

It is useful and possible to conduct observations on the construction of narratives (for the selection of information, concretization of actions, the use of verb forms, the construction of sentences with the omitted naming of the character, and other ways to prevent repetitions and shortcomings) both at the lessons of the Kazakh language and in reading. Such work is important not only for teaching the creation of narrative texts, but also for developing children's sense of language, educating attention to the word, and improving the ability to consciously perceive the text.

Narration is, perhaps, the type of speech that, due to the age-related activity, the active nature of younger learners, attracts them more than others, more often than others is created by them in live speech practice.

Primary school learners are less receptive to descriptions and, as a rule, do not tend to create this type of speech. However, gradually, descriptive fragments more and more fall into the field of view of schoolchildren, begin to occur in their utterances, so the teacher needs to have at least a general idea about such texts. Of all the varieties of description (of an object, place, state of the environment, state of a person), let us first of all dwell on the description of the object. The modern curriculum for elementary grades provides for teaching younger learners to create utterances of this type.

### *Description*

One of the most important tasks of teaching in the primary grades is to enrich the speech of schoolchildren, including increasing its figurativeness. In order to successfully solve this problem, the teacher needs to keep in mind that not only adjectives are used in the artistic description of the subject, but also verbs, nouns, adverbs, comparisons, various figurative uses of words, etc. are very common, i.e. means helping words as if to depict the subject. The shortcomings of children's

descriptions of the subject are due to the fact that learners do not know how to consider what they say or write about, to highlight those details, parts, from the characteristics of which the overall picture will be formed, they are not able to isolate essential features. Places that are dangerous from the point of view of the occurrence of shortcomings in the description of the subject are: “given” sentences (there is often a repetition of words naming the subject and its parts), as well as linking words between the name of the subject and its features (children most often use the verb *was*).

In the Kazakh language programme for primary grades, it is noted that schoolchildren learn to compose short (two or three sentences) oral and written sketches of a descriptive nature of well-known objects and natural phenomena, human appearance, etc. In connection with this recommendation, I would like to draw the teacher's attention to following.

About nature, about people, about animals, about things, etc., you can talk about creating various types of speech. So, you can tell about a person, about an animal: you can talk about the actions one performs in sequence, you can describe one, show some signs of appearance, character, you can combine these types of speech. In each of these cases, the text will be structured differently, the children will need different language means, and therefore the content of the preparatory work must be specific. Variations are also possible in texts about nature. For example, you can describe a snowy forest by creating both an item description and a place description. In the first case, the main thing will be the display of signs: what - what? (... the Christmas tree looks like ..., but the oak looks like .... The bushes hid .... Snow on the branches .... You touch it, it ..., ...), and in the second option it is necessary to show the location of objects (We went out to the edge and see: right in front of us .... To the left of .... And a little further ...). A description of a place can be linked to a description of an object. This often happens in various landscape sketches.

Knowledge about the structure of various types of speech, about their most common combinations, is needed not so much by younger learners as by the teacher, so that, based on this knowledge, one can more correctly select material for work, more purposefully teach children both the perception of texts and their creation.

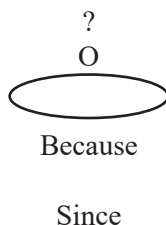
#### *Reasoning*

Little schoolchildren begin to create short utterances of the type of reasoning, in fact, for the first time during their stay at school. «Why is this sound a vowel?»; «Why do you think Pinocchio made a mistake?»; “But I think that the last sound in this word is [n], and not [n '], as Tanya says. Who is right?» etc. Answers to such questions involve the construction of reasoning - utterances in which cause-and-effect relationships between facts are established, an explanation of phenomena is given, etc.

Reasoning, like any other type of speech, has its own structure. Knowledge of the relevant patterns, rules facilitates the process of both creating utterances and their perception, makes this process under control, and therefore more conscious. It is expedient to acquaint younger schoolchildren with the structure of elementary reasoning already in the first grade.

A detailed methodological description of this type of speech and work on it in elementary school can be found in the book “Speech. Speech. Speech». Here we confine ourselves to describing a fragment from the experience of a teacher in the city of Zelenograd, I. Yu. Loktionova. (Lessons are designed by the teacher based on the named book.)

In the first month of teaching, after little schoolchildren feel that sometimes it is not easy for them to answer the teacher’s question, the Explainer comes to their aid and brings with it a diagram:



This scheme helps to remember the rule for answering any question: the 1<sup>st</sup> part is what needs to be explained, the 2<sup>nd</sup> is the explanation itself. So that the parts do not fall apart, they must be fastened with a “bridge” “because” or “since”. The explainer invites the children to check whether its rule will apply when answering the teacher's questions. First-graders are satisfied with the fact that the rule of the Explainer helps to clearly and clearly answer the questions of the teacher.

The reasoning model brought by the Explainer remains in the classroom and serves as a reliable support for children in mastering this type of speech. The circuit elements are removable, which allows for various observations.

“Can you start an explanation with *because*?” - «No, since *because* it is a «bridge», it must rely on something not from one side, but from two.» – «Can the first and third parts of the argument be swapped?» - “It is possible, but then the “bridge” should also change: not *because* or *since*, but *that is why*,” etc.

So, in a visual game form, first-graders get acquainted with the structure of elementary reasoning.

### *2.2 Analysis of the Kazakh language program in primary school*

The objectives of the Kazakh language course in primary grades for the development of speech:

1. to create conditions for the child to realize himself as a native speaker;
2. to open the Kazakh language to him/her as a subject of observation and study, to arouse interest in learning it, to lay the foundations for a conscious attitude to his speech;
3. to ensure the formation of all types of speech activity, the formation of the communicative competence of younger learners;
4. to use the possibilities of the language for the intellectual, emotional and aesthetic development of the child, to expand one’s cognitive interests, to form educational independence and, in general, the ability to learn.

To achieve these goals, it is necessary to solve the following tasks:

1) the acquisition by children of initial knowledge about language and speech, the development of basic linguistic concepts and rules from the field of phonetics, graphics, morphemics, grammar, spelling, speech culture, text theory (taking into account the age of learners and practical needs);

2) the formation of the ability to perform various actions with linguistic material (analysis, synthesis, comparison, classification, generalization), establish cause-and-effect relationships, draw conclusions, bring specific facts of the language under concepts and, on this basis, develop the thinking of children, their language intuition, feelings of the word, the accumulation of experience in using the language to understand other people's thoughts and express their own;

3) the formation of a set of language and speech skills necessary for successful communication in oral and written form, for creating utterances and using language tools in them, taking into account the tasks and conditions of communication, for understanding and correct solution of spelling issues that arise when writing and in general for control over the quality of their speech.

To solve the set tasks and achieve the goals set in the course of the Kazakh language, the implementation of an activity-based approach to the learning process is ensured, which involves a special organization of work on speech and language concepts, on patterns and rules: from motivation and setting a learning task to its solution, understanding the necessary method actions and to the subsequent conscious use of the acquired knowledge, to the ability to control the actions performed and their results.

The study of types of speech takes place in the third grade. Learners must master the skills that are reflected in the program:

1. The ability to build an oral monologue on a specific topic using different types of speech (description, narration, reasoning).

2. Text. Text features. Semantic unity of sentences in the text. Title of the text.

3. The sequence of sentences in the text.

4. The sequence of parts of the text (paragraphs).

5. Comprehensive work on the structure of the text: heading, correcting the order of sentences and parts of the text (paragraphs).

6. Plan of the text. Drawing up plans for given texts. Creation of one's own texts according to the proposed and independently drawn up plans.

7. Types of texts: description, narration, reasoning, their features.

8. Acquaintance with the genres of letters and congratulations.

9. Creating one's own texts and correcting the given texts, taking into account the accuracy, correctness, richness and expressiveness of written speech; use of synonyms and antonyms in texts.

10. Acquaintance with the main types of presentations and essays (without memorizing definitions by learners): a detailed and selective presentation, a presentation with elements of an essay; essay-narration, essay-description, essay-reasoning.

*1 Lesson of the Kazakh language in the third grade on the topic "Types of texts. Consolidating»*

Goal: To consolidate the ability of learners to determine the type of text and compose texts of different types.

Objectives:

- to systematize learners' knowledge about the types of texts;
- to form the ability to recognize text description, narration, reasoning;
- to contribute to the development of the ability to differentiate types of text depending on the chosen situation;
- to stimulate the cognitive activity of learners;
- to cultivate responsibility, a sense of collectivism.

Lesson procedure

I Organization moment

- Hello guys, sit down.

II Presentation of the topic of the lesson

- Today we have not an ordinary lesson of the Kazakh language, but a workshop.
- How do you understand what a workshop is?
- Who works in it?
- I suggest that you become masters in the production of school newspapers and jointly publish the first issue of our class newspaper (Showing a newspaper draft)

III Systematization of knowledge

- What is a newspaper? (Working with an explanatory dictionary).
- What professions do you know of people who work on the production of newspapers? (dictionary work).
- People who publish newspapers and magazines should be good at working with text. It is good to be able to determine the type of text and select a certain type depending on the situation.

Texts, as you know, are different.

Some tell about what happened, others use words to "draw" pictures of nature, people, animals, and even amazing overseas countries. And thirdly, the authors think about something important and interesting, sometimes even argue.

And today we will continue, learning to work with texts that we will need when issuing a newspaper.

1) Determining the type of text.

- We will begin our work by remembering what a text is and what texts are.
- Define what a text is.

a) reading the text by the teacher.

Once the puppy Murzik climbed into the boat and found there the only thing that could be chewed - a rubber cork. It plugged the valve that let the air out of the inflatable boat. Murzik lay down, squeezed the cork between its paws and grumbled - it began to like the cork.

- What is this text about?

- Let's remember the title of the text, which tells about the events, the actions of the characters?

(A red plate is posted on which the narration is written)

b) reading the text by the learner.

I raised my head and by the light of the fire I saw Murzik's furry muzzle, wet with tears.

It squealed with joy, but did not forget to apologize - all the time he swept dry needles on the ground with his tail. A piece of gnawed rope dangled around his neck. It was trembling, its fur was full of debris, its eyes were red from fatigue and tears.

- What is this text about?

- What can you imagine while reading it?

- So, what are the names of the texts that describe people, nature, objects?

(A blue plate is posted on which the description is written)

c) reading the text by the learner.

Both adults and the boy felt sorry for Murzik, because everyone understood what a difficult path it had traveled in the night forest. After all, it, a puppy, was scared, it heard the cries of an owl, maybe the howl of a wolf, it lost its way more than once before it found his owners.

- What is explained in this text?

- What are the names of texts that explain the causes of events, phenomena, prove something?

(A green plate is posted on which is written -reasoning)

- The author of the texts with which we worked is Konstantin Paustovsky. In his works, he often talks about the funny adventures of animals. We got acquainted with some of them at the lessons of literary reading.

- So, we repeated what a text is and remembered what types of texts we are familiar with. Do you think this knowledge will be useful to us in the work on our newspaper?

2) Determining the type of text depending on the situation.

- For the next job, we need signal cards. They correspond to the color of the plate on which the text type is written. Listen carefully and hold up a card in a color that matches the type of text in the situation:

a) Your parents are leaving for another city and asked what gift you should bring for your birthday? You describe the gift in detail.

b) You just witnessed a funny incident and call a friend to tell.

c) A friend asks you why you didn't come to the sports club.

Why is it necessary to distinguish between types of texts? (To correctly select depending on the situation).

- If we are masters of the word today, we must not only perfectly distinguish between types of texts, but also be able to convert one type of text into another.

3) Work on cards.

- Try to remake the description of the Merry Kingdom into a discussion about it. Happy kingdom.

The inhabitants of the merry kingdom always laughed. For tens, for hundreds, for thousands of miles, loud peals of cheerful, carefree laughter were heard. There



was no other kingdom like it on earth. There no one ever grieved, did not cry, did not complain, did not grieve, did not get sick. In the Merry Kingdom there was neither grief nor worries.

(By L. Charskaya)

- So, what question should the text of the reasoning answer? (Why?)

4) Work in groups.

- There is a children's song:

One hundred thousand «why?» live in the white world,

One hundred thousand «why?» walk the planet...

Indeed, there are a lot of “why?” around. There are mysterious “why?” - Why birds fly? Why does it rain in summer and snow in winter? There are angry «whys» - why didn't you prepare a lesson? There are attentive «why?» - Why are you so sad today? Here are such different «why?» - and all require an answer. And to answer - to explain and prove - is not easy.

Almost every newspaper has questions that everyone should think about. Come up with and write down a few of these “why?” for our newspaper. (Group 1) - And in every newspaper there is an advertisement. Connect the sentences so as to advertise our class. (Group 2)

Our class is the best, because ... We are comfortable and good together.

Our class is very good because... My friends study here.

Our class is special because... It's easy and fun for us.

Our class is great because... We support each other when it's hard.

- Fill in the gaps in the text so that you get a story about our class. (group 3)

Friendly, kind and funny. We've been together for three years, studying together in the same class! Our morning begins with what we say to each other \_\_\_\_\_ . Every day we are glad to see our \_\_\_\_\_ . We miss when \_\_\_\_\_ is long. In our class, students are 11 \_\_\_\_\_ and 17 \_\_\_\_\_. Girls \_\_\_\_\_ and \_\_\_\_\_, and boys \_\_\_\_\_ and \_\_\_\_\_. In our class, there is never \_\_\_\_\_ .

- And of course, in every newspaper there are photographs. Make a small photomontage «Our Future» (Group 4)

(Learners make a collage of pre-prepared pictures of people of different professions and celebrities)

(All «articles» are pasted in the newspaper)

IV Summing up

- Here is the first issue of our class newspaper.

- What do you feel when you look at it?

- Think about why it is called «Class Newspaper»? (The whole class about our class)

- And why «class»? (best, wonderful)

- So, what are we? (class)

- Show it to each other!

## Conclusion

The task of developing learners' coherent speech at school is put in the foreground when teaching the Kazakh language. This fact indicates the need for continuous improvement of the methods of speech development. In the process of creating utterances, learners make mistakes. Most of the current programs and modern methodological literature for learners do not contain a detailed system of work on the development of the speech of younger learners, and the system of work on the prevention and correction of speech errors has not been defined.

This research was undertaken in order to consider the methodological aspects of the study of speech types at the middle stage of learning.

During the work, the following results were obtained:

- 1) the literature on the topic of the study was analyzed, where it turned out that the topic is widely represented in the methodology;
- 2) a characteristic is given to the types of speech;
- 3) the Kazakh language programme was analyzed;
- 4) a lesson was designed in the 3rd grade on the topic "Types of texts. Consolidating»

In the course of the study, it turned out that the hypothesis was confirmed: types of speech are one of the main types of children's educational activities of primary school age at lessons on the development of speech in the 3rd grade.

## REFERENCES

- ZH. Aimaurov, 2013 — *ZH. Aimaurov*. collection of works in six volumes. Psigologiya soul system and art selection, Almaty: El-shezhire, 2013, p. 384.
- D. Alimzhanov and Y. Mamanov, 1965 — *D. Alimzhanov and Y. Mamanov*. methods of teaching the Kazakh language, Almaty: School, 1965, 102 p.
- A. Abylkayev, 1995 — *A. Abylkayev*. methods of teaching the Kazakh language, Almaty: Category, 1995, p. 120.
- Antonova E.S., Voiteleva T.M. — *Antonova E.S., Voiteleva T.M.* Russian language and culture rechi: teacher for the studio. SRED. Prof. - M.: Academy. - P. 17
- A. Baitursynuly, 1928 — *A. Baitursynuly*. "which method is better, " New School № 4. 1928. Pp. 3–11.
- A. Isabaev, 1993 — *A. Isabaev*. didactic foundations of teaching the Kazakh language, Almaty: Kazakh University, 1993, p.160.
- Valginoy N.S. — *Valginoy N.S.* modern Russian language: teacher / editorial office-6-E izd., pererab. and the ball.

**МАЗМҰНЫ  
ПЕДАГОГИКА**

- Р.С. Ахитова, Л.Б. Бегалиева, Г. Мурсалимова, Ж. Абельтаева,  
Г.А. Джамашова**  
КЕЙС ТЕХНОЛОГИЯСЫ НЕГІЗІНДЕ БОЛАШАҚ МҰҒАЛІМДЕРІНІҢ  
БІЛІМ САПАСЫН АРТТЫРУ.....5
- Р. Булатбаева, С. Жүсіпбаев, В. Әділова, Ж. Жақиянова, З. Айчанова**  
DIGITAL-РЕСУРСТАР БІЛІМ АЛУШЫЛАРДЫҢ АКАДЕМИЯЛЫҚ  
ҮЛГЕРІМІН АРТТЫРУДЫҢ МОТИВАЦИЯЛЫҚ ФАКТОРЛАРЫ РЕТІНДЕ  
("ҚАЗАҚСТАН ТАРИХЫ" ПӘНІН ОҚИТУ ТӘЖІРИБЕСІНЕН).....13
- Н.Г. Галымова, Ж.С. Мукатаева, Н.С. Жусупбекова, М. Оразбаева**  
БОЛАШАҚ ХИМИЯ МҰҒАЛІМДЕРІН ДАЯЛАРДАУДА ӘЛЕУМЕТТІК –  
ГУМАНИТАРЛЫҚ ҚАУІПСІЗДІКТІ ЖҮЗЕГЕ АСЫРУ ЖОЛДАРЫ.....32
- А.Қ. Ділдабек, М.А. Ермаганбетова, А.А. Тумышева**  
ЗАМАНАУИ ПЕДАГОГИКАЛЫҚ ҒЫЛЫМИ ЗЕРТТЕУЛЕРДЕГІ  
"SMART-ТЕХНОЛОГИЯЛАР" ҰҒЫМЫНЫҢ МӘНІН ТАЛДАУ.....45
- А.С. Елубай, Г. Сарсеке, Н. Бирай**  
ҚАЗАҚ ЖӘНЕ ТҮРІК МАҚАЛ-МӘТЕЛДЕРІН СТУДЕНТТЕРДІҢ ӨЗІНДІК  
ЖҰМЫСТАРЫН ҰЙЫМДАСТЫРУДА ҚОЛДАНУДЫҢ  
АЛҒЫ ШАРТТАРЫ.....56
- Н.Н. Ерболатов, А.Т. Байкенжеева, Н.А. Ахатаев, И.О. Аймбетова,  
Д.У. Сексенова**  
ҚАЗАҚСТАН ЖОО МАГИСТРАТУРА БОЙЫНША БІЛІМ БЕРУ  
БАҒДАРЛАМАЛАРЫН САЛЫСТЫРУ ЖӘНЕ БИОЛОГ МАГИСТРЛЕРДІ  
ДАЙЫНДАУДА ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ  
ҚОЛДАНУ.....68
- Е. Ергөбек, Ш. Раманкулов, Е. Досымов**  
STEM ОҚИТУ НЕГІЗІНДЕ БІЛІМГЕРЛЕРДІҢ СЫН-ТҮРҒЫСЫНАН  
ОЙЛАУЫН ДАМУ МӘСЕЛЕСІНІҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ.....83
- А.С. Ерсұлтанова., Н. Карелхан, Г.Т. Азиева, М.С. Уайсова,  
Л.М. Абдибекова**  
ИНКЛЮЗИВТІ СЫНЫПТА ЦИФРЛЫҚ САУАТТЫЛЫҚ ПӘНІН  
ОҚИТУДАҒЫ БІЛІМ БЕРУ РЕСУРСТАРЫ.....92
- Р.З. Жилмагамбетова, Ж.Б. Копеев, К.Р. Кусманов, Д.И. Кабенов,  
А.А. Джаккина**  
ДЕРБЕС БЕЙІМДЕП ОҚИТУ: ТАЛДАУ, САЛЫСТЫРУ,  
ҚОРЫТЫНДЫЛАР.....102

- Ж.А. Жұмабаева, А.К.Рысбаева, М.Н. Оспанбекова, А.Д.Рыскулбекова, С.Ж.Турикпенова**  
БАСТАУЫШ БІЛІМ БЕРУ ПӘНДЕРІН МЕТАПӘНДІК ТҮРҒЫДА  
ОҚЫТУДЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ.....114
- Р.Ш. Избасарова Г.Н. Бектемирова**  
КӨПТІЛДІ ОРТАДА БОЛАШАҚ БИОЛОГИЯ МҰҒАЛІМДЕРІНІҢ  
АҚПАРАТТЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ  
ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ.....131
- Г.Б. Кожаметова**  
ОҚЫТУДЫҢ ОРТА КЕЗЕҢІНДЕГІ ҚАЗАҚ ТІЛІ САБАҚТАРЫНДА  
ӘРТҮРЛІ СӨЙЛЕУ ТИПТЕРІМЕН ЖҰМЫС ІСТЕУ.....146
- Г.А. Наби, Б.К. Сактағанов, Ш.С. Султанбеков, Ш.К. Тухмарова, Л.Ш. Арипбаева**  
БОЛАШАҚ ӘЛЕУМЕТТІК ПЕДАГОГТАРДЫҢ ЭМОЦИОНАЛДЫҚ  
ИНТЕЛЛЕКТІН ДАМУЫ.....160
- Ш. Раманқұлов, М. Нуризинова, Е. Досымов, А. Аханова**  
БОЛАШАҚ ФИЗИКА МҰҒАЛІМДЕРІНЕ ФИЗИКАНЫ АҒЫЛШЫН  
ТІЛІНДЕ ОҚЫТУДЫҢ ҚАҒИДАЛАРЫ МЕН МАЗМҰНЫ.....172
- М.С. Сабыржанова, С.В. Ананьева**  
ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ЕРМЕК ТҮРСЫНОВТЫҢ «МӘМЛҰК»  
РОМАНЫН ЗЕРДЕЛЕУДІҢ ӘДІСТЕРІ МЕН ТӘСІЛДЕРІ.....187
- М. Серік, Д.Ш. Тлеумагамбетова**  
РУТНОН ПРОГРАММАЛАУ ОРТАСЫНДА КРИПТОГРАФИЯ  
АЛГОРИТМДЕРДІ ЖҮЗЕГЕ АСЫРУ ӘДІСТЕРІ.....203
- М.М. Слямхан, Д.Б. Сыдықов**  
ҚАЗАҚСТАН ОҚУШЫЛАРЫНЫҢ МАТЕМАТИКАДАН  
ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҚТАРЫН ҚАЛЫПТАСТЫРУДЫҢ  
ӘДІСТЕМЕЛІК ЕРЕКШЕЛІКТЕРІ.....218
- А.С. Смыков, З.К. Кульшарипова, Л.С. Сырымбетова, З.Ш. Шавалиева, И.О. Сайфурова, З.Е. Бурашова**  
ҚАЗІРГІ БІЛІМ БЕРУ ЖАҒДАЙЫНДАҒЫ ПЕДАГОГИКАЛЫҚ  
МӘДЕНИЕТ МӘСЕЛЕЛЕРІ.....231
- Э.Ә. Сұлтанова, Б.Н. Нүсіпжанова, Ж. Бисенбаева, Б.З. Медеубаева, Р.Қ. Досжан**  
ПЕДАГОГТЕРДІҢ КӘСІБИ ҚЫЗМЕТІНДЕГІ МӘДЕНИ  
ҚҰЗЫРЕТТІЛІКТІ ДАМУЫ.....246

**К.Ж. Утеева, А.С. Жармағамбетова, Г.К. Касымова**  
**ЖАҒАНДЫҚ ӘЛЕМДЕГІ МӘДЕНИЕТАРАЛЫҚ ҚАРЫМ-ҚАТЫНАСТА**  
**ҰЛТТЫҚ БІРЕГЕЙЛІКТІ САҚТАП ОҚЫТУДЫҢ МАҢЫЗЫ.....257**

### ЭКОНОМИКА

**А. Абдимомынова, А. Жайшылық, И. Ким, Э. Темирбекова, А. Алибекова**  
**ӨНІРДІҢ ЭКОНОМИКАЛЫҚ ӘЛЕУЕТІ: ҚҰРЫЛЫМДЫҚ ЕРЕКШЕЛІКТЕРІ**  
**ЖӘНЕ БАСЫМДЫҚТАРДЫ ҚАЛЫПТАСТЫРУ.....267**

**Ш.К. Абикенова, А.П. Коваль, Л.М. Шаяхметова, А.Б. Бекмағамбетов,**  
**Ш.Т. Айтимова**  
**ҚАЗІРГІ ЕҢБЕК ЖАҒДАЙЛАРЫ, ҰЛТТЫҚ СТАТИСТИКА ДЕРЕКТЕРІ**  
**ЖӘНЕ БАСҚА ДА АҚПАРАТ КӨЗДЕРІ НЕГІЗІНДЕ ӨНДІРІСТІК**  
**ЖАРАҚАТТАНУ ДЕНГЕЙІ.....281**

**Д.Т. Алиасқаров, Р.Т. Исақова, Қ.Қ. Мұздыбаева, И.Қ. Райымбекова,**  
**С. Н. Мищук**  
**ЭКОНОМИКАЛЫҚ ҚАУІПСІЗДІК ПЕН ӘЛЕУМЕТТІК ТҰРАҚТЫЛЫҚ**  
**ЖАҒДАЙЫНДАҒЫ КӨШІ-ҚОН МӘСЕЛЕЛЕРІН КЕҢІСТІКТІК**  
**ТАЛДАУ.....298**

**Ж.К. Алтайбаева, В.П. Шеломенцева, Д.З. Айгужинова,**  
**Ш.Е. Муталляпова, Р.К. Алимханова**  
**МАЛ ШАРУАШЫЛЫҒЫНДАҒЫ БИЗНЕС-ПРОЦЕСТЕРДІ**  
**ҚАРЖЫЛЫҚ МОДЕЛЬДЕУ.....315**

**Ж.А. Бабажанова, Ж.З. Баймукашева, Г.Ж. Рысмаханова,**  
**Ж.Қ. Басшиева, А.К. Оразғалиева**  
**ЭТНИКАЛЫҚ РЕПАТРИАЦИЯ САЯСАТЫН ТИІМДІ ЖҮЗЕГЕ**  
**АСЫРУДЫҢ ЖОЛДАРЫ.....327**

**М. Баймағанбетова, М. Рахымбердинова, С. Баймағанбетов**  
**МҰНАЙДЫҢ ҚАЗАҚСТАННЫҢ МАКРОЭКОНОМИКАЛЫҚ**  
**ЦИКЛДАРЫНА ӘСЕРІ.....341**

**А.Ж. Бұхарбаева, Г.Н. Бисембаева, Ш.Ж. Сейітжағыпарова,**  
**Б.К. Нурмағанбетова, А.Ж. Машаева**  
**АГРОӨНЕРКӘСІПТІК КЕШЕНДЕ ИННОВАЦИЯЛЫҚ ҮРДІСТЕРДІ**  
**ЖҮЗЕГЕ АСЫРУДЫҢ ӘЛЕМДІК ТРЕНДТЕРІ.....354**

**Н.Б. Давлетбаева, Ж.А. Бабажанова, З.Б. Ахметова, Г.М. Мухамедиева,**  
**С. Серикбаев**  
**ЗЕРТТЕУ ЕЛДЕРІНДЕГІ ЭТНИКАЛЫҚ РЕПАТРИАЦИЯНЫҢ**  
**ЭКОНОМИКАЛЫҚ ТИІМДІЛІГІ.....366**

- С.Т. Дошманова, Б.Ж. Болатова, Г.А. Мауина, А.Ж. Жолмұханова, М. Замирбекқызы**  
ҒЫЛЫМНЫҢ ЭКОНОМИКАНЫҢ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІГІНЕ  
ӘСЕРІ.....382
- Р.Ә. Есберген, Г.Н. Асрепов, А.К. Оразғалиева, Г.М. Сагиндыкова, Ш.У. Ниязбекова**  
АҚТӨБЕ ОБЛЫСЫ АУЫЛДЫҚ ОКРУТ ӘКІМДЕРІНІҢ ҚЫЗМЕТІ:  
ТИІМДІЛІГІН АРТТЫРУ МӘСЕЛЕЛЕРІ МЕН  
ПЕРСПЕКТИВАЛАРЫ.....391
- Б.А. Жүнісов, Г.К. Демеуова, М.Г. Қайырғалиева, Г.М. Сағындықова, Т.Ф. Алхассан**  
ЖАСТАРДЫҢ АРАСЫНДАҒЫ ЖҰМЫСПЕН ҚАМТУДЫ ШЕШУДІҢ  
ЖЕТІЛДІРУ ЖОЛДАРЫ.....407
- З.О. Иманбаева, А.К. Оралбаева, А.Ж. Наурызбаев, М.А. Умирзакова, Б.Х. Айдосова**  
КАЛЬКУЛЯЦИЯЛАУДЫҢ ЗАМАНАУИ ЖҮЙЕЛЕРІ ЖӘНЕ ОЛАРДЫ  
ОТАНДЫҚ КӘСІПОРЫНДАРДА ҚОЛДАНУ ТӘЖІРИБЕСІ.....423
- Г.Е. Кайрлиева, Г.К. Жанибекова, К.Б. Утегенова, А.Т. Султанов, Е.А. Богданова**  
АУЫЛДА ӨЗІН-ӨЗІ ЖҰМЫСПЕН ҚАМТУ ЖӘНЕ АУЫЛ  
ШАРУАШЫЛЫҒЫ ЕМЕС КӘСІПКЕРЛІКТІ ДАМУ.....439
- А.М. Кулагина, Д.Е. Нурмуханбетова, С.З. Сайдуллаев**  
ТҰЖЫРЫМДАМАЛЫҚ АППАРАТТЫ ЖҮЙЕЛЕУ ЭЛЕМЕНТІ РЕТІНДЕ  
ТАМАҚТАНУ ҚЫЗМЕТТЕРІН ЖІКТЕУДІ ӨЗІРЛЕУ.....452
- А.А. Куланов, М.А. Айтказина, Э.А. Рузиева, А.Д. Каршалова, А.К. Саулембекова**  
ЖАСЫЛ ҚҰРАЛДАРДЫҢ ҚАРЖЫ ЖҮЙЕСІНІҢ ЖАҒДАЙЫНА  
ӘСЕРІ.....470
- Г.Т. Кунуркульжаева, А.К. Бакпаева, И.Т. Иманғалиева, Г.К. Демеуова, Ж. Байшукурова, А.А. Нурғалиева**  
АУЫЛ ТҰРҒЫНДАРЫНЫҢ ӨМІР САПАСЫН БАҒАЛАУ ҮШІН  
АҚПАРАТТЫҚ БАЗАСЫН ҚАЛЫПТАСТЫРУ.....483
- Л.А. Курманғалиева, Е.Б. Аймағамбетов, Б.Қ. Джазықбаева, Б.К.Спанова**  
ХАЛЫҚТЫҢ ТАБЫСТАРЫН ЖӘНЕ ОНЫҢ ҚАЛЫПТАСУЫН  
ЗЕРТТЕУДІҢ ТЕОРИЯЛЫҚ-ӘДІСТЕМЕЛІК НЕГІЗДЕРІ.....497

---

<b>Г.Е. Нурбаева, А.Н. Ксембаева, Б.Б. Мубаракова, Г.К. Бейсембаева, Б.К. Смаилов, А.Ж. Қуниязова</b> ҚАЗАҚСТАНДА ТЕХНОЛОГИЯЛАРДЫ КОММЕРЦИЯЛАНДЫРУДЫҢ ДАМУ ЕРЕКШЕЛІКТЕРІ.....	507
<b>Л.А. Омарбакиев, Ж.Т. Рахымова, М.Т. Баєтова, И.М. Баубекова</b> ҚАЗАҚСТАНДА КӘСІПКЕРЛІКТІ ДАМУДЫ ЖАНДАНДЫРУ ФАКТОРЛАРЫНЫҢ, ОНЫҢ ІШІНДЕ ИННОВАЦИЯЛЫҚ ФАКТОРЛАРДЫҢ ӘСЕРІ.....	519
<b>А.С. Тапалчинова, Н.С. Кафгункина, М.М. Мухамедова, Н.А. Мажитова, У.Д. Берикболова</b> ҚАЗАҚСТАНДА ТЕХНОЛОГИЯЛАРДЫ КОММЕРЦИЯЛАНДЫРУДЫҢ ДАМУ ЕРЕКШЕЛІКТЕРІ.....	534
<b>Р.Ш. Тахтаева, Е.Б. Абеуханова, М.Б. Молдажанов, К.Е. Хасенова, Л.З. Паримбекова</b> ШЫҒЫС ҚАЗАҚСТАННЫҢ ТУРИСТІК ӘЛЕУЕТІН БАҒАЛАУ.....	547
<b>Ш. А. Трушева, А.Т. Тлеубаева, Р.Б. Сартова, А.А. Жакупов, А.Т. Кайдарова</b> ҚАЗАҚСТАНДА МІСЕ ТУРИЗМ САЛАСЫНДАҒЫ САЯСАТТЫ КЛАСТЕРЛІК ТӘСІЛ МЕН РЕГРЕССИЯЛЫҚ МОДЕЛЬ НЕГІЗІНДЕ ІСКЕ АСЫРУДЫ БАҒАЛАУ.....	558
<b>А.С. Уалтаева, Laszlo Vasa, М.Д. Уалтаев</b> ҚАЗАҚСТАННЫҢ ЕҢБЕК НАРЫҒЫН ТАЛДАУ: БЕЙРЕСМИ ЖҰМЫСПЕН ҚАМТУ.....	577

## СОДЕРЖАНИЕ

### ПЕДАГОГИКА

<b>Р.С. Ахитова, Л.Б. Бегалиева, Г. Мурсалимова, Ж. Абельтаева, Г.А. Джамашова</b> ПОВЫШЕНИЕ КАЧЕСТВА ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ НА ОСНОВЕ КЕЙС-ТЕХНОЛОГИИ.....	5
<b>К. Булатбаева, С. Жусупбаев, В. Адилова, Ж. Жакиянова, З. Айтчанова</b> DIGITAL-РЕСУРСЫ КАК МОТИВАЦИОННЫЕ ФАКТОРЫ ПОВЫШЕНИЯ АКАДЕМИЧЕСКОЙ УСПЕВАЕМОСТИ ОБУЧАЮЩИХСЯ (ИЗ ОПЫТА ПРЕПОДАВАНИЯ ПРЕДМЕТА «ИСТОРИЯ КАЗАХСТАНА»).....	13
<b>Н.Г. Галымова, Ж.С. Мукатаева, Н.С. Жусупбекова, М. Оразбаева</b> ПУТИ РЕАЛИЗАЦИИ СОЦИАЛЬНО-ГУМАНИТАРНОЙ БЕЗОПАСНОСТИ ПРИ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ ХИМИИ.....	32
<b>А.Қ. Ділдабек, М.А. Ермаганбетова, А.А. Тумышева</b> АНАЛИЗ СУЩНОСТИ ПОНЯТИЯ “SMART ТЕХНОЛОГИИ” В СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ НАУЧНЫХ ИССЛЕДОВАНИЯХ.....	45
<b>А.С. Елубай, Г.Сарсеке, Н. Бирай</b> ПРЕДПОСЫЛКИ ИСПОЛЬЗОВАНИЯ КАЗАХСКИХ И ТУРЕЦКИХ ПОСЛОВИЦ ПРИ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ.....	56
<b>Н.Н. Ерболатов, А.Т. Байкенжеева, Н.А. Ахатаев, И.О. Аймбетова, Д.У. Сексенова</b> СРАВНЕНИЕ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ МАГИСТРАТУРЫ ВУЗОВ КАЗАХСТАНА И ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ПОДГОТОВКЕ МАГИСТРОВ-БИОЛОГОВ.....	68
<b>Е. Ергобек, Ш. Раманкулов, Е. Досымов</b> ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ПРОБЛЕМЫ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ ОБУЧАЮЩИХСЯ НА ОСНОВЕ ОБУЧЕНИЯ STEM.....	83
<b>А.С. Ерсұлтанова., Н. Карелхан, Г.Т. Азиева, М.С. Уайсова, Л.М. Абдибекова</b> ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ ПО ПРЕПОДАВАНИЮ ЦИФРОВОЙ ГРАМОТНОСТИ В ИНКЛЮЗИВНОМ КЛАССЕ.....	92



---

<b>Р.З. Жилмагамбетова, Ж.Б. Копеев, К.Р. Кусманов, Д.И. Кабенов, А.А. Джакина</b> ПЕРСОНАЛИЗИРОВАННОЕ АДАПТИВНОЕ ОБУЧЕНИЕ: АНАЛИЗ, СРАВНЕНИЕ, ВЫВОДЫ.....	102
<b>Ж.А. Жумабаева, А.К. Рысбаева, М.Н. Оспанбекова, А.Д. Рыскулбекова, С.Ж. Турикпенова</b> ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ МЕТАПРЕДМЕТНОГО ОБУЧЕНИЯ ПРЕДМЕТОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ.....	114
<b>Р.Ш. Избасарова Г.Н. Бектемирова</b> ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ИНФОРМАЦИОННОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ БИОЛОГИИ В ПОЛИЯЗЫЧНОЙ СРЕДЕ.....	131
<b>Г.Б. Кожаметова</b> РАБОТА С РАЗЛИЧНЫМИ ТИПАМИ РЕЧИ НА УРОКАХ КАЗАХСКОГО ЯЗЫКА НА СРЕДНЕМ ЭТАПЕ ОБУЧЕНИЯ.....	146
<b>Г.А. Наби, Б.К. Сактағанов, Ш.С. Султанбеков, Ш.К. Тухмарова, Л.Ш. Арипбаева</b> РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА БУДУЩИХ СОЦИАЛЬНЫХ ПЕДАГОГОВ.....	160
<b>Ш. Раманкулов, М. Нуризинова, Е. Досымов, А. Аханова</b> ПРИНЦИПЫ И СОДЕРЖАНИЕ ПРЕПОДАВАНИЯ ФИЗИКИ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ БУДУЩИХ УЧИТЕЛЕЙ ФИЗИКИ.....	172
<b>М.С. Сабыржанова, С.В. Ананьева</b> МЕТОДЫ И ПРИЕМЫ ИЗУЧЕНИЯ РОМАНА ЕРМЕКА ТУРСУНОВА «МАМЛЮК» В ВУЗЕ.....	187
<b>М. Серік, Д.Ш. Тлеумагамбетова</b> МЕТОДЫ РЕАЛИЗАЦИИ КРИПТОГРАФИЧЕСКИХ АЛГОРИТМОВ В СРЕДЕ ПРОГРАММИРОВАНИЯ PYTHON.....	203
<b>М.М. Слямхан, Д.Б. Сыдыхов</b> МЕТОДИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ ПО МАТЕМАТИКЕ КАЗАХСТАНСКИХ ШКОЛЬНИКОВ.....	218

**А.С. Смыков, З.К. Кульшарипова, Л.С. Сырымбетова, З.Ш. Шавалиева, И.О. Сайфурова, З.Е. Бурашова**  
ПРОБЛЕМЫ ПЕДАГОГИЧЕСКОЙ КУЛЬТУРЫ В УСЛОВИЯХ  
СОВРЕМЕННОГО ОБРАЗОВАНИЯ.....231

**Э.А. Султанова, Б.Н. Нусипжанова, Ж. Бисенбаева, Б.З. Медеубаева, Р.К. Досжан**  
РАЗВИТИЕ КУЛЬТУРНОЙ КОМПЕТЕНЦИИ В ПРОФЕССИОНАЛЬНОЙ  
ДЕЯТЕЛЬНОСТИ ПЕДАГОГОВ.....246

**К.Ж. Утеева, А.С. Жармағамбетова, Г.К. Касымова**  
ПЕДАГОГИЧЕСКОЕ ЗНАЧЕНИЕ СОХРАНЕНИЯ НАЦИОНАЛЬНОЙ  
ИДЕНТИЧНОСТИ В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ  
В ГЛОБАЛЬНОМ МИРЕ.....257

### ЭКОНОМИКА

**А. Абдимомынова, А. Жайшылык, И. Ким, Э. Темирбекова, А. Алибекова**  
ЭКОНОМИЧЕСКИЙ ПОТЕНЦИАЛ РЕГИОНА: СТРУКТУРНЫЕ  
ОСОБЕННОСТИ И ФОРМИРОВАНИЕ ПРИОРИТЕТОВ.....267

**Ш.К. Абикенова, А.П. Коваль, Л.М. Шаяхметова, А.Б. Бекмагамбетов, Ш.Т. Айтимова**  
СОВРЕМЕННЫЕ УСЛОВИЯ ТРУДА, УРОВЕНЬ  
ПРОИЗВОДСТВЕННОГО ТРАВМАТИЗМА НА ОСНОВЕ ДАННЫХ  
НАЦИОНАЛЬНОЙ СТАТИСТИКИ И ДРУГИХ ИСТОЧНИКОВ  
ИНФОРМАЦИИ.....281

**Д.Т. Алиаскаров, Р.Т. Искакова, К.К. Муздыбаева, И.К. Райымбекова, С.Н. Мищук**  
ПРОСТРАНСТВЕННЫЙ АНАЛИЗ ПРОБЛЕМ МИГРАЦИИ В УСЛОВИЯХ  
ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ И СОЦИАЛЬНОЙ  
СТАБИЛЬНОСТИ.....298

**Ж.К. Алтайбаева, В.П. Шеломенцева, Д.З. Айгужинова, Ш.Е.Муталляпова, Р.К. Алимханова**  
ФИНАНСОВОЕ МОДЕЛИРОВАНИЕ БИЗНЕС-ПРОЦЕССОВ  
В ЖИВОТНОВОДСТВЕ.....315

**Ж.А. Бабажанова, Ж.З. Баймукашева, Г.Ж. Рысмаханова, Ж.К. Басшиева, А.К. Оразгалиева**  
ПУТИ ЭКОНОМИЧЕСКИ ЭФФЕКТИВНОЙ РЕАЛИЗАЦИИ ПОЛИТИКИ  
ЭТНИЧЕСКОЙ РЕПАТРИАЦИИ.....327

---

<b>М. Баймаганбетова, М. Рахымбердинова, С. Баймаганбетов</b> ВЛИЯНИЕ НЕФТИ НА МАКРОЭКОНОМИЧЕСКИЕ ЦИКЛЫ КАЗАХСТАНА.....	341
<b>А.Ж. Бухарбаева, Г.Н. Бисембаева, Ш.Ж. Сейітжағыпарова,</b> <b>Б.К. Нурмаганбетова, А.Ж. Машаева</b> МИРОВЫЕ ТРЕНДЫ РЕАЛИЗАЦИИ ИННОВАЦИОННЫХ ПРОЦЕССОВ В АГРОПРОМЫШЛЕННОМ КОМПЛЕКСЕ.....	354
<b>Н.Б. Давлетбаева, Ж.А. Бабажанова, З.Б. Ахметова, Г.М. Мухамедиева,</b> <b>С. Серикбаев</b> ЭКОНОМИЧЕСКАЯ ЭФФЕКТИВНОСТЬ ЭТНИЧЕСКОЙ РЕПАТРИАЦИИ В СТРАНАХ ИССЛЕДОВАНИЯ.....	366
<b>С.Т. Дошманова, Б.Ж. Болатова, Г.А. Мауина, А.Ж. Жолмұханова,</b> <b>М.Замирбекқызы</b> ВЛИЯНИЕ НАУКИ НА КОНКУРЕНТОСПОСОБНОСТЬ ЭКОНОМИКИ.....	382
<b>Р.А. Есберген, Г.Н. Асрепов, А.К. Оразгалиева, Г.М. Сагиндыкова,</b> <b>Ш.У. Ниязбекова</b> ДЕЯТЕЛЬНОСТЬ АКИМОВ СЕЛЬСКИХ ОКРУГОВ АКТЮБИНСКОЙ ОБЛАСТИ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ.....	391
<b>Б.А. Жүнісов, Г.К. Демеуова, М.Г. Қайырғалиева, Г.М. Сағындықова,</b> <b>Т.Ф. Алхассан</b> ПУТИ СОВЕРШЕНСТВОВАНИЯ РЕШЕНИЯ ПРОБЛЕМЫ ЗАНЯТОСТИ СРЕДИ МОЛОДЕЖИ.....	407
<b>З.О. Иманбаева, А.К. Оралбаева, А.Ж. Наурызбаев, М.А. Умирзакова,</b> <b>Б.Х. Айдосова</b> СОВРЕМЕННЫЕ СИСТЕМЫ КАЛЬКУЛЯЦИИ И ОПЫТ ИХ ПРИМЕНЕНИЯ НА ОТЕЧЕСТВЕННЫХ ПРЕДПРИЯТИЯХ.....	423
<b>Г.Е. Кайрлиева, Г.К. Жанибекова, К.Б. Утегенова, А.Т. Султанов,</b> <b>Е.А. Богданова</b> САМОЗАНЯТОСТЬ И РАЗВИТИЕ НЕСЕЛЬСКОХОЗЯЙСТВЕННОГО ПРЕДПРИНИМАТЕЛЬСТВА НА СЕЛЕ.....	439
<b>А.М. Кулагина, Д.Е. Нурмуханбетова, С.З. Сайдуллаев</b> РАЗРАБОТКА КЛАССИФИКАЦИИ УСЛУГ ПИТАНИЯ КАК ЭЛЕМЕНТА СИСТЕМАТИЗАЦИИ ПОНЯТИЙНОГО АППАРАТА.....	452

---

- А.А. Куланов, М.А. Айтказина, Э.А. Рузиева, А.Д. Каршалова, А.К. Саулембекова**  
ВЛИЯНИЕ ЗЕЛЕННЫХ ИНСТРУМЕНТОВ НА СОСТОЯНИЕ  
ФИНАНСОВОЙ СИСТЕМЫ.....470
- Г.Т. Кунуркульжаева, А.К. Бакпаева, И.Т. Имангалиева, Г.К. Демеуова, Ж. Байшукурова, А.А. Нургалиева**  
ФОРМИРОВАНИЕ ИНФОРМАЦИОННОЙ БАЗЫ ОЦЕНКИ КАЧЕСТВА  
ЖИЗНИ СЕЛЬСКОГО НАСЕЛЕНИЯ.....483
- Л.А. Курмангалиева, Е.Б. Аймағамбетов, Б.К. Джазықбаева, Б.К. Спанова**  
ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ИССЛЕДОВАНИЯ  
ДОХОДОВ НАСЕЛЕНИЯ И ИХ ФОРМИРОВАНИЯ.....497
- Г.Е. Нурбаева, А.Н. Ксембаева, Б.Б. Мубаракова, Г.К. Бейсембаева, Б.К. Смаилов, А.Ж. Куниязова**  
ФИНАНСОВЫЕ АСПЕКТЫ ПОДДЕРЖКИ ДЕТЕЙ С ОСОБЕННОСТЯМИ  
РАЗВИТИЯ.....507
- Л.А. Омарбакиев, Ж.Т. Рахымова, М.Т. Баетова, И.М. Баубекова**  
ВЛИЯНИЕ ФАКТОРОВ АКТИВИЗАЦИИ РАЗВИТИЯ  
ПРЕДПРИНИМАТЕЛЬСТВА В КАЗАХСТАНЕ, В ТОМ ЧИСЛЕ  
ИННОВАЦИОННОГО.....519
- А.С. Тапалчинов, Н.С. Кафтункина, М.М. Мухамедова, Н.А. Мажитова, У.Д. Берикболова**  
ОСОБЕННОСТИ РАЗВИТИЯ КОММЕРЦИАЛИЗАЦИИ  
ТЕХНОЛОГИЙ.....534
- Р.Ш. Тахтаева, Е.Б. Абеуханова, М.Б. Молдажанов, К.Е. Хасенова, Л.З. Паримбекова**  
ОЦЕНКА ТУРИСТСКОГО ПОТЕНЦИАЛА ВОСТОЧНОГО  
КАЗАХСТАНА.....547
- Ш.А. Трушева, А.Т. Тлеубаева, Р.Б. Сартова, А.А. Жакупов, А.Т. Кайдарова**  
ОЦЕНКА РЕАЛИЗАЦИИ ПОЛИТИКИ В ОБЛАСТИ МІСЕ-ТУРИЗМА В  
КАЗАХСТАНЕ НА ОСНОВЕ КЛАСТЕРНОГО ПОДХОДА  
И РЕГРЕССИОННОЙ МОДЕЛИ.....558
- А.С. Уалтаева, Ласло Васа, М.Д. Уалтаев**  
АНАЛИЗ РЫНКА ТРУДА КАЗАХСТАНА: НЕФОРМАЛЬНАЯ  
ЗАНЯТОСТЬ.....577

---

**CONTENTS**
**PEDAGOGY**

<b>R.S. Akhitova, L.B. Begaliyeva, G. Mursalimova, J. Abiltayeva, G.A. Dzhamashova</b> IMPROVING THE QUALITY OF EDUCATION OF FUTURE TEACHERS BASED ON CASE TECHNOLOGY.....	5
<b>K. Bulatbaeva, S. Zhusupbayev, V. Adilova, J. Zhakiyanova, Z. Aitchanova</b> DIGITAL RESOURCES AS MOTIVATIONAL FACTORS FOR IMPROVING THE ACADEMIC PERFORMANCE OF STUDENTS (FROM THE EXPERIENCE OF TEACHING THE SUBJECT «HISTORY OF KAZAKHSTAN»).....	13
<b>N.G. Galymova, Zh.S. Mukataeva, N. Zhussupbekova, M. Orazbayeva</b> WAYS TO IMPLEMENT SOCIAL AND HUMANITARIAN SECURITY IN THE PREPARATION OF FUTURE TEACHERS OF CHEMISTRY.....	32
<b>A.K. Dildabek, M.A. Yermaganbetova, A.A. Tumysheva</b> ANALYSIS OF THE ESSENCE OF THE CONCEPT OF “SMART TECHNOLOGY” IN MODERN PEDAGOGICAL SCIENTIFIC RESEARCH....	45
<b>A.M. Elubay, G. Sarseke, N. Biray</b> PREREQUISITES FOR THE USE OF KAZAKH AND TURKISH PROVERBS IN THE ORGANIZATION OF STUDENTS INDEPENDENT WORK.....	56
<b>N.N. Yerbolatov, A.T. Baikenzheeva, N.A. Akhatayev, I.O. Aimbetova, D.U. Seksenova</b> COMPARISON OF EDUCATIONAL PROGRAMS OF MASTER'S STUDIES OF HIGHER EDUCATION INSTITUTIONS OF KAZAKHSTAN AND APPLICATION OF INNOVATIVE TECHNOLOGIES IN TRAINING MASTERS OF BIOLOGY.....	68
<b>E. Ergobek, Sh. Ramankulov, E. Dosymov</b> THEORETICAL ASPECTS OF THE PROBLEM OF DEVELOPING STUDENTS' CRITICAL THINKING BASED ON STEM LEARNING.....	83
<b>A. Yersultanova, N. Karelkhan, G.T. Azieva, M.S. Uaisova, L.M. Abdibekova</b> EDUCATIONAL RESOURCES FOR TEACHING DIGITAL LITERACY IN AN INCLUSIVE CLASSROOM.....	92

<b>R.Z. Zhilmagambetova, Z.B. Kopeyev, K.R. Kusmanov, D.I. Kabenov, A.A. Jakina</b> PERSONALIZED ADAPTIVE LEARNING: ANALYSIS, COMPARISON, CONCLUSIONS.....	102
<b>Zh.A. Zhumabayeva, A.K. Rysbayeva, M.N. Ospanbekova, A.D. Ryskulbekova, S.Zh. Turikpenova</b> PEDAGOGICAL CONDITIONS OF TEACHING PRIMARY EDUCATION SUBJECTS THROUGH A META-SUBJECT APPROACH.....	114
<b>R.Sh. Izbassarova, G.N. Bektemirova</b> PEDAGOGICAL CONDITIONS FOR FORMING INFORMATION COMPETENCY OF FUTURE BIOLOGY TEACHERS IN A MULTILINGUAL ENVIRONMENT.....	131
<b>G.B. Kozhakhmetova</b> WORKING WITH DIFFERENT TYPES OF SPEECH IN THE KAZAKH LANGUAGE CLASSROOM AT THE MIDDLE STAGE OF LEARNING.....	146
<b>G.A. Nabi, B.K. Saktaganov, Sh.S. Sultanbekov, Sh. Tukhmarova, L.Sh. Aripbayeva</b> DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF FUTURE SOCIAL EDUCATORS.....	160
<b>SH. Ramankulov, M. Nurizinova, Y. Dosymov, A. Akhanova</b> PRINCIPLES AND CONTENT OF TEACHING PHYSICS IN ENGLISH FOR FUTURE PHYSICS TEACHERS.....	172
<b>M.S. Sabyrzhanova, S.V. Ananyeva</b> APPROACHES AND METHODS OF STUDYING ERMEK TURSYNOV'S NOVEL "MAMLUK" IN HIGHER EDUCATION INSTITUTIONS.....	187
<b>M. Serik, D.Sh. Tleumagambetova,</b> METHOD IMPLEMENTATION OF CRYPTOGRAPHIC ALGORITHMS IN PYTHON.....	203
<b>M.M. Slyamkhan, D.B. Sydykhov</b> METHODOLOGICAL FEATURES OF FORMING FUNCTIONAL LITERACY IN MATHEMATICS OF KAZAKHSTAN STUDENTS.....	218
<b>A.S. Smykov, Z.K. Kulsharipova, L.Sh. Syrymbetova, Z.Sh. Shavaliyeva, I.O. Saifurova, Z.Y. Burashova</b> PROBLEMS OF PEDAGOGICAL CULTURE IN THE CONDITIONS OF MODERN EDUCATION.....	231

**E.A. Sultanova, B.N. Nussipzhanova, Zh. Bissenbayeva, B.Z. Medeubayeva, R.K. Doszhan**  
DEVELOPMENT OF CULTURAL COMPETENCE IN THE PROFESSIONAL ACTIVITY OF TEACHERS.....246

**K.Zh. Uteeva, A.S. Zharmagambetova, G.K. Kassymova**  
TEACHING SIGNIFICANCE OF PRESERVING NATIONAL IDENTITY IN INTERCULTURAL COMMUNICATION IN THE GLOBAL WORLD.....257

### EKONOMICS

**A. Abdimomynova, A. Zhaishylyk, V. Kim, E. Temirbekov, A. Alibekova**  
ECONOMIC POTENTIAL OF THE REGION: STRUCTURAL FEATURES AND FORMATION OF PRIORITIES.....267

**Sh. Abikenova, A. Koval, L. Shayakhmetova, A. Bekmagambetov, Sh. Aitimova**  
MODERN WORKING CONDITIONS, THE LEVEL OF OCCUPATIONAL INJURIES BASED ON NATIONAL STATISTICS AND OTHER SOURCES OF INFORMATION.....281

**D.T. Aliaskarov, R.T. Iskakova, K.K. Muzdybaeva, I.K. Raiymbekova, S. N. Mishchuk**  
SPATIAL ANALYSIS OF MIGRATION PROBLEMS IN CONDITIONS OF ECONOMIC SECURITY AND SOCIAL STABILITY.....298

**Z.K. Altaibayeva, V.P. Shelomentseva, D.Z. Aiguzhinova, Sh.E. Mutallyapova, R.K. Alimkhanova**  
FINANCIAL MODELLING OF BUSINESS PROCESSES IN LIVESTOCK.....315

**Zh. Babazhanova, Zh. Baimukasheva, G. Rysmakhanova, Z. Basshieva, A. Orazgaliyeva**  
WAYS TO COST EFFECTIVELY IMPLEMENT THE POLICY OF ETHNIC REPATRIATION.....327

**M. Baimaganbetova, M. Rakhymberdinova, S. Baymaganbetov**  
THE IMPACT OF OIL ON KAZAKHSTAN'S MACROECONOMIC CYCLES.....341

**A.Z. Bukharbayeva, G.N. Bisembayeva, S.Z. Seiitzhagyparova, B.K. Nurmaganbetova, A.Z. Mashayeva**  
WORLD TRENDS IN THE IMPLEMENTATION OF INNOVATIVE PROCESSES IN THE AGRO-INDUSTRIAL COMPLEX.....354

<b>N. Davletbayeva, Zh. Babazhanova, Z. Akhmetova, G. Mukhamediyeva, S. Serikbayev</b> ECONOMIC EFFICIENCY OF ETHNIC REPATRIATION IN STUDY COUNTRIES.....	366
<b>S.T. Doshmanova, B. Bolatova, G.A. Mauina, A.Zh. Zholmukhanova, M. Zamirbekkyzy</b> IMPACT OF SCIENCE ON COMPETITIVENESS OF THE ECONOMY.....	382
<b>R.A. Yesbergen, G.N. Asrepov, A. Orazgaliyeva, G.M. Sagindykova, N. Shakizada</b> ACTIVITY OF AKIMS OF RURAL DISTRICTS OF AKTOBE REGION: PROBLEMS AND PROSPECTS OF EFFICIENCY IMPROVEMENT.....	391
<b>B.A. Zhunusov, G.K. Demeuova, M.G. Kaiyrgalieva, G.M. Sagindykova, T.F. Alhassan</b> WAYS OF IMPROVING EMPLOYMENT AMONG YOUNG PEOPLE.....	407
<b>Z.O. Imanbayeva, A.K. Oralbayeva, A.Zh. Nauryzbayev, M.A. Umirzakova, B.H. Aydosova</b> MODERN SYSTEMS OF CALCULATION AND EXPERIENCE OF THEIR APPLICATION IN DOMESTIC ENTERPRISES.....	423
<b>G. Kairliyeva, G. Zhanibekova, K. Utegenova, A. Sultanov, Y. Bogdanova</b> SELF-EMPLOYMENT AND DEVELOPMENT OF NON-AGRICULTURAL ENTREPRENEURSHIP IN THE RURAL COUNTRY.....	439
<b>A.M. Kulagina, D.E. Nurmukhanbetova, S.Z. Saidullaev</b> DEVELOPMENT OF CLASSIFICATION OF FOOD SERVICES AS AN ELEMENT OF SYSTEMATIZATION OF THE CONCEPTUAL APPARATUS.....	452
<b>A.A. Kulanov, M.A. Aitkazina, E.A. Ruziyeva, A.D. Karshalova, A.K. Saulembekova</b> THE IMPACT OF GREEN INSTRUMENTS ON THE STATE OF THE FINANCIAL SYSTEM.....	470
<b>G.T. Kunurkulzhayeva, A. Bakpayeva, I. Imangaliyeva, G. Demeuova, Zh. Baishukurova, A. Nurgaliyeva</b> FORMATION OF THE INFORMATION BASE FOR ASSESSING THE QUALITY OF LIFE OF THE RURAL POPULATION.....	483



---

<b>L. Kurmangaliyeva, E. Aimagambetov, B. Jazykbayeva, B. Spanova</b> THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE STUDY OF INCOMES OF THE POPULATION AND THEIR FORMATION.....	497
<b>G. Nurbayeva, A. Xembayeva, B. Mubarakova, G. Beisembayeva, B. Smailov, A. Kuniyazova</b> FINANCIAL ASPECTS OF SUPPORTING CHILDREN WITH SPECIAL NEEDS.....	507
<b>L.A. Omarbakiyev, Zh.T. Rakhymova, M.T. Bayetova, I.M. Baubekova</b> INFLUENCE OF FACTORS OF ACTIVATION OF ENTERPRENEURSHIP DEVELOPMENT IN KAZAKHSTAN, INCLUDING INNOVATIVE.....	519
<b>A. Tapalchinova, N. Kaftunkina, M. Mukhamedova, N.A. Mazhitova, U.D. Berikbolova</b> FEATURES OF THE DEVELOPMENT OF TECHNOLOGY COMMERCIALIZATION IN KAZAKHSTAN.....	534
<b>R.Sh. Takhtaeva, Y. Abeukhanova, M. Moldazhanov, K. Khasanova, L. Parimbekova</b> EVALUATION OF TOURISM POTENTIAL IN EASTERN KAZAKHSTAN.....	547
<b>Sh.A. Trusheva, A.T. Tleubayeva, R.B. Sartova. A.A. Zhakupov, A.T. Kaidarova</b> ASSESSMENT OF THE IMPLEMENTATION OF POLICY IN THE FIELD OF MICE TOURISM IN KAZAKHSTAN BASED ON THE CLUSTER APPROACH AND REGRESSION MODEL.....	558
<b>A.S. Ualtayeva, Laszlo Vasa, M.D. Ualtayev</b> ANALYSIS OF THE LABOR MARKET OF KAZAKHSTAN: INFORMAL EMPLOYMENT.....	577

## **Publication Ethics and Publication Malpractice in the journals of the National Academy of Sciences of the Republic of Kazakhstan**

For information on Ethics in publishing and Ethical guidelines for journal publication see <http://www.elsevier.com/publishingethics> and <http://www.elsevier.com/journal-authors/ethics>.

Submission of an article to the National Academy of Sciences of the Republic of Kazakhstan implies that the work described has not been published previously (except in the form of an abstract or as part of a published lecture or academic thesis or as an electronic preprint, see <http://www.elsevier.com/postingpolicy>), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. In particular, translations into English of papers already published in another language are not accepted.

No other forms of scientific misconduct are allowed, such as plagiarism, falsification, fraudulent data, incorrect interpretation of other works, incorrect citations, etc. The National Academy of Sciences of the Republic of Kazakhstan follows the Code of Conduct of the Committee on Publication Ethics (COPE), and follows the COPE Flowcharts for Resolving Cases of Suspected Misconduct ([http://publicationethics.org/files/u2/New\\_Code.pdf](http://publicationethics.org/files/u2/New_Code.pdf)). To verify originality, your article may be checked by the originality detection service Cross Check <http://www.elsevier.com/editors/plagdetect>.

The authors are obliged to participate in peer review process and be ready to provide corrections, clarifications, retractions and apologies when needed. All authors of a paper should have significantly contributed to the research.

The reviewers should provide objective judgments and should point out relevant published works which are not yet cited. Reviewed articles should be treated confidentially. The reviewers will be chosen in such a way that there is no conflict of interests with respect to the research, the authors and/or the research funders.

The editors have complete responsibility and authority to reject or accept a paper, and they will only accept a paper when reasonably certain. They will preserve anonymity of reviewers and promote publication of corrections, clarifications, retractions and apologies when needed. The acceptance of a paper automatically implies the copyright transfer to the National Academy of sciences of the Republic of Kazakhstan.

The Editorial Board of the National Academy of sciences of the Republic of Kazakhstan will monitor and safeguard publishing ethics.

Правила оформления статьи для публикации в журнале смотреть на сайте:

**www: nauka-nanrk.kz**

**ISSN 2518–1467 (Online),**

**ISSN 1991–3494 (Print)**

***<http://www.bulletin-science.kz/index.php/en>***

Заместитель директор отдела издания научных журналов НАН РК *Р. Жалиқызы*

Редакторы: *М.С. Ахметова, Д.С. Аленов*

Верстка на компьютере *Г.Д. Жадырановой*

Подписано в печать 30.06.2023.

Формат 60x881/8. Бумага офсетная. Печать - ризограф.

40,0 п.л. Тираж 300. Заказ 3.

---

*Национальная академия наук РК*  
*050010, Алматы, ул. Шевченко, 28, т. 272-13-19*