ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

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

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

making process increasingly when it comes to learning and handling this process. According to this perspective, a student who is autonomous is one who is entirely in charge of deciding what to teach and how to teach it. Dickinson, L. [5]

Conclusion
The above analysis and the opinions of various authors on using internet resources and technologies allow us to draw the following conclusions:

1. shows that teaching a foreign language is an urgent problem that has arisen throughout the country under the influence of information and communication technologies.

2. speaking about the innovative applications and internet resources, there are plenty of them to make your classes as effective and enjoyable at the same time.

3. Speaking about the affects of using internet resources, teachers find it easier and engaging than usual classes without internet and technologies.

To sum up, it should be underlined that there are plenty of options on the Internet to raise the standard of foreign language instruction and give incentives for learning. The Internet can be a great tool for organizing the learning process, particularly when teaching different speech activities. However, even with all of its obvious benefits, experts who actively use the Internet in their teaching practice and support the integration of new technologies into the classroom emphasize the need for rational, methodologically justified, strictly dosed, and proportionally differentiated instruction depending on the subject matter and goal of the lesson.

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USING BRITISH NEWSPAPERS FOR IMPROVING READING SKILLS OF EFL UNIVERSITY STUDENTS

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Introduction
The importance of understanding the nature of adequate reading instruction at the higher stage of education cannot be overstated. In the process of learning English as a foreign language many students may face problems with "phonological awareness, sentence construction and reading comprehension, as they experience limited communication in English and relatively little time for instruction" [1].

Nuttal states, "one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, and adequate understanding" [2]. Consequently, from the wide range of issues among, the language learning process requires an active involvement from the students that results from using

appropriate teaching strategies and approaches. Nunan said that "success in teaching depends on several factors; one of them is teaching strategies" [3].

The improvement of learners' reading skills requires the implementation of effective reading strategies in the learning process therefore, it is necessary to know and define what reading strategies the reader should use and how to apply them during the reading process. The aim of the teacher is to develop students' skill so that they can read English texts effectively and efficiently. Roberts and Wilson explain, "There is no single best strategy for improving reading skills for students. No one approach is distinctly better in all situations than others that it should be considered the single best strategy and the one to be used exclusively for reading improvement" [4].

Research methodology

The following study took place at the Eurasian National University named after L.N. Gumilyov with the aim to explore 1st year EFL learners' attitude and reading challenges while working with the newspaper as the key language teaching material, and address them, by creating bank of tasks and implement it on practice for improving reading skills.

The study was conducted in two groups of 1st year bachelor students of education program: "6B011900 – Foreign language: two foreign languages" who were taught the subject of "Basic Course of Foreign Language (A2 level) in terms of pedagogical experiment. As to the number of participants, 25 students participated in the study. As a result, our experimental learning lasted from September till December 2023 in the third semester. We had practical lessons 3 hours in a week for both groups.

The survey with questionnaire is considered to be as one of the common methods of collecting opinions and data from a large group of people, and "it has been used to investigate a wide variety of questions in second language research" [5]. Therefore, a series of online questionnaires was carried out to all participants to elicit information about their experience of implementing newspaper to improve reading skills and the ways to integrate it in their lessons.

The study took place in three stages: pre-investigation phase of revealing learners background knowledge, implementation of the tasks, and post-investigation phase of evaluation its effectiveness. As a result of discussion and statistical data, gathered, we have concluded the notable recognition of "The Times" among the participants. Recognizing its wide familiarity among the students, we have tailored our instructional materials and activities to incorporate content from "The Times", leveraging its editorial richness to enhance language learning. Given the survey results indicating a notable preference for the digital format of the newspaper, we have decided to structure our language teaching lessons with a primary focus on digital articles. So that we have given the students the bank of task and the primary source of the article through the website: https://freemagazines.top/.

Furthermore, as the initial pre-experimental stage of our research, we had the students take the Preliminary English Test (PET) B1 level, in order to assess their initial proficiency in reading comprehension, before the intervention, to be followed by main study and chose appropriate articles to work with. The B1 Preliminary, also known as the Preliminary English Test (PET), is an intermediate-level English language exam provided by Cambridge Assessment English. It designed to assess a person's ability to use English in various areas.

The following test was implemented to determine the level of student's English language reading proficiency, identify their gaps, for its potential elimination, as well as examine how learners reading proficiency can be improved by the means of newspaper. Learners were tested on their ability to understand the main ideas of written texts, including details and opinions. The Reading paper has six parts with 32 questions and there is 1 mark for each question. As for the evaluation, the following criteria, supplied by the Cambridge Assessment English was utilized.

Table 1 Cambridge English Scale Score evaluation criteria

Cambridge English Scale Score	Grade	Percentage	Reading proficiency level	CEFR Level
25-32	A	80-100%	Excellent	B1
22-24	B	70-79%	Sufficient	B1
19-21	C	60-69%	Average	A2
16-18	D	50-59%	Satisfactory	A2
0-15	F	Below 50%	Insufficient	A1

Results

According to the results of the Table 2, students were divided into two groups: experimental and control. Experimental group illustrates the distribution of reading performance among the 13 participants who took the PET B1 reading test. There are 12 participants who took the PET B1 reading test within the control group, categorized according to different proficiency levels.

According to the gathered data in experimental group, the largest segment, constituting 38.5% of the entire pie chart, represents participants who achieved an "Excellent" level in the reading test. Following closely is the segment indicating "Sufficient" level, encompassing 30.8% of the pie chart. This portion suggests that a significant number of respondents exhibited a solid and satisfactory level of reading proficiency, although not reaching the level of excellence. The third segment, comprising 15.4% of the chart, signifies participants who attained an "Average" level.

This group demonstrates a moderate level of competence in reading skills, suggesting a balanced performance across the assessed criteria. A smaller portion of the chart, specifically 7.7%, is allocated to both the "Satisfactory" and "Insufficient" levels. This indicates limited number of students fell into these categories, showcasing an acceptable, but not outstanding level of proficiency, revealing areas requiring substantial improvement in reading skills.

The notable presence of learners in the "Excellent" and "Sufficient" categories suggests positive outcomes, but the existence of participants in the lower proficiency categories indicates areas that may benefit from further refinement in instructional strategies. These findings lay the foundation for future investigations and instructional enhancements to continually improve the language learning experience within the experimental group.

According to the gathered data in control group, the largest segment, accounting for 41.7% of the chart, represents participants who achieved an "Excellent" level. This suggests that a significant portion of the 12 participants demonstrated an exemplary understanding of the assessed materials, showcasing an advanced level of reading proficiency.

The second-largest segment, comprising 25% of the chart, signifies participants who attained an "Average" level. Following closely, the "Sufficient" level segment represents 16.7% of the chart, indicating that a smaller but notable proportion of participants exhibited a solid level of reading proficiency. The segments for both "Satisfactory" and "Insufficient" levels are each represented by 8.3% of the chart. This indicates that a smaller but equal portion of participants fell into these categories, suggesting a need for targeted interventions to support those requiring improvement while acknowledging those who achieved satisfactory proficiency.

Following the pre-test phase, we initiated an assessment of students' perception about the implementation of newspaper in their reading practices and identifying shortcomings to be improved for further research. This assessment took the form of a survey, with the use of Google Forms. It comprises 14 questions aimed at investigating learners' perspectives, experiences, and preferences regarding the incorporation of English newspapers in their language learning practices.

Table 2 The pre-experimental results of PET reading test in experimental and control groups.

Performance level	Experimental Group	Control Group
Excellent	38.5%	41.7%

Sufficient	30.8%	16.7%
Average	15.4%	25%
Satisfactory	7.7 %	8.3%
Insufficient	7.7%	8.3%

The first foundational element of the survey was to assess the participants' current engagement with newspapers in a language. Understanding their current newspaper reading habits provided a crucial starting point for assessing familiarity and establishing a baseline for further exploration into their experiences regarding the use of newspapers in language learning.

The Bar graph 1, provides an overview of participants' engagement with foreign language newspapers. A substantial 32% of participants indicated that they rarely engage with newspapers in a foreign language, typically accessing them only on specific occasions. Additionally, 40% of students admitted to occasionally reading newspapers but not on a regular basis. Interestingly, a smaller but significant proportion, constituting 16%, affirmed a regular habit of reading newspapers. Contrarily, 12% of participants admitted to not engaging in newspaper reading at all.
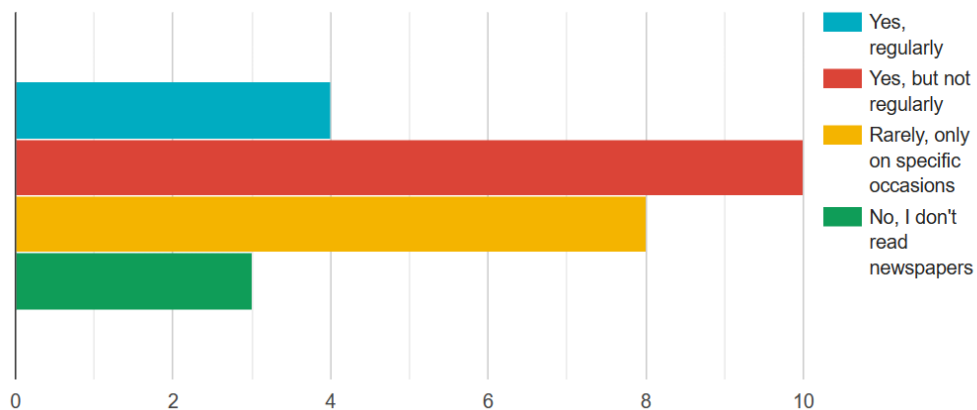
Bar graph 1 Do you often read a newspaper in foreign language?

The Bar graph 2 derived from learners' responses regarding the impact of newspaper reading on their learners' reading skills. Impressively, a substantial 60% of students indicated a strong agreement with the notion that newspaper reading significantly enhances reading ability.

Additionally, 28% expressed agreement with this statement, reinforcing the prevailing belief in the positive impact of newspapers on reading proficiency. Notably, there were no indications of disagreement, with 12% adopting a neutral stance. The absence of any disagreement underscores the overwhelming alignment of perspectives towards acknowledging the beneficial role of newspaper reading in improving overall reading skills among the respondents.
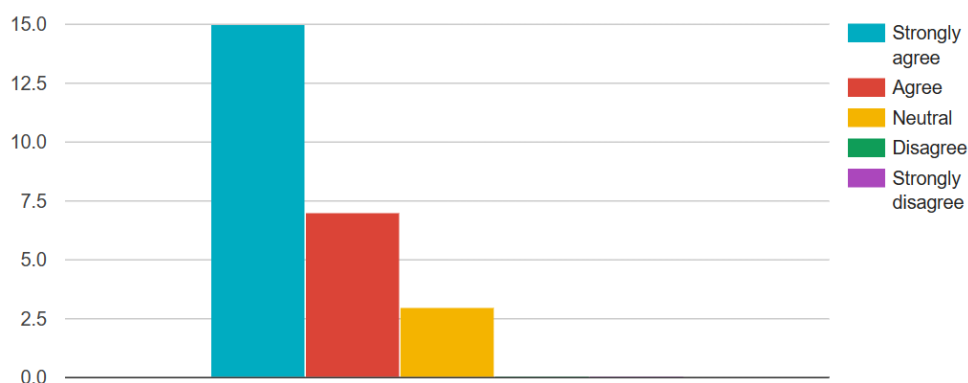
Bar graph 2 Do you agree with the statement that reading newspaper enhance reading ability?

Due to the fact that newspapers are considered complex foreign reading materials for language learners, we were aimed to identify specific challenges for students. This inquiry aims to uncover participants' perceptions of potential obstacles in comprehending newspaper content, shedding light on specific linguistic, cultural, or contextual factors that may pose difficulties for language learners. The responses will provide valuable insights into the perceived barriers, allowing us to tailor our language teaching approach to address these challenges and enhance the overall effectiveness of utilizing newspapers in the language learning process.

The Bar graph 3, provides a detailed exploration of perceived challenges in comprehending newspaper content by the first-year students. An overwhelming 78.9% of participants identified technical terminology as a significant obstacle, emphasizing the potential linguistic complexities inherent in newspapers. Slang or colloquial language was acknowledged by 42.1%, highlighting the potential challenges posed by informal language use. Multiple author perspectives garnered recognition from 26.3%, indicating the complexity introduced when newspapers present diverse viewpoints. Abbreviations, inconsistent use of tenses, and ambiguous or vague language each constituted barriers for percentages ranging from 15.8% to 31.6%. Unfamiliar cultural references and the lack of visual aids or illustrations were identified as challenges by 15.8% of participants.

The overwhelming acknowledgment of technical terminology as a major challenge emphasizes the importance of integrating language support and explanations for specialized terms in our instructional materials. Similarly, the recognition of slang, colloquial language, and multiple author perspectives underscores the need for addressing informal language use in our lessons.
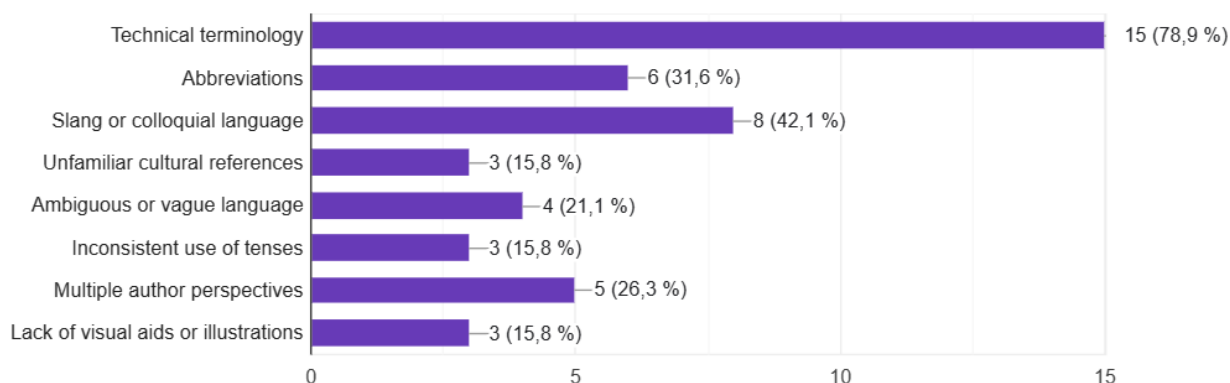

Bar graph 3 Among the following items, which do you believe can make it difficult to understand the content of a newspaper?

Lastly, to examine the individual motivations that can drive regular newspaper reading habits, we asked the following question: "What factors would encourage or motivate you to read

newspapers regularly?" Understanding these factors allows us to incorporate motivational elements into our language teaching approach, creating a more engaging, relevant learning experience.

The Bar graph 4 presents an overview of the motivating factors that influence participants' engagement with newspapers. A substantial 63.2% of students expressed a strong inclination towards personalized content based on their interests, highlighting the significance of relevance and individualization in sustaining regular reading habits. A user-friendly, well-designed newspaper app or website garnered attention from 47.4%, emphasizing the importance of a seamless and accessible digital interface. Opportunities to boost language proficiency emerged as a significant factor, with 36.8% recognizing the value of newspapers as a tool for language enhancement. The remaining percentages were distributed among various factors that participants considered less influential in motivating regular newspaper reading. Regular updates, fresh content received acknowledgment from 26.3% of students, indicating an interest in the timeliness of information.

Interactive features like multimedia and videos, as well as exclusive interviews and behind-the-scenes content, each captured the attention of 21.1%, suggesting a moderate interest in dynamic and engaging elements. A well-organized layout was recognized by 15.8%, reflecting a preference for accessibility in design. Free offline access emerged as a less prominent motivator, with 10.5% of participants expressing interest in accessing content without an internet and free of charge.
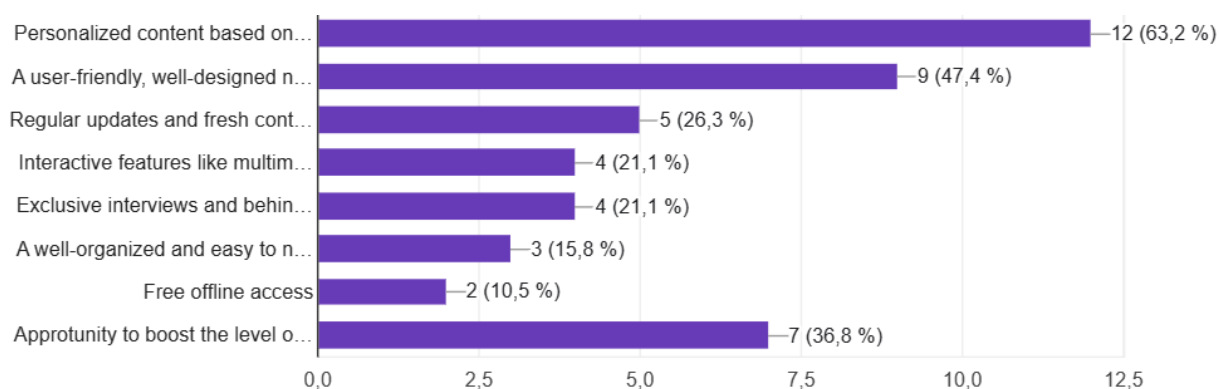
Bar graph 4 What factors would encourage or motivate you to read newspapers regularly?

As a result of conducted intervention, we had the following results. The remarkable improvement in the post-intervention in the experimental group is deeply rooted with learners' active engagement with newspaper articles and the accompanying reading tasks. The tasks assigned were thoughtfully designed to challenge and enhance their reading skill. Collaborative discussions, individual reflections, and analytical exercises further complemented the learning process.

Table 3 The post-experimental results of PET test in the experimental group.

Performance level	Experimental Group
Excellent	61.5%
Sufficient	23.1%
Average	15.4%
Satisfactory	0 %
Insufficient	0%

Conclusion
The findings of the study carried an important nature that served as a focus and strong foundation for further research. The research was carefully designed to determine the contribution of specific teaching method of bank of tasks implementation that we have chosen to the students reading skill development. According to the gathered data, through the implementation of targeted

interventions and focused efforts to enhance learners reading skills, a substantial improvement became evident. The multifaceted approach employed in the intervention involved a diverse array of reading tasks, ranging from multiple-choice questions to true/false/not given statements, matching information, and classifying exercises. Through consistent practice and exposure to authentic reading materials, students developed essential skills, including the ability to summarize information, extract key details, and draw logical conclusions from texts. The incorporation of multiple task types not only enriched their vocabulary but also boosted their analytical and critical thinking skills. Students were encouraged to interact with the content actively, fostering a deeper understanding of the texts and promoting effective reading strategies.

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STAND-UP COMEDY IN HIGH SCHOOL EDUCATION: A CROSS-CULTURAL JOURNEY TOWARD INTERCULTURAL COMPETENCE

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Introduction
Several scholarly studies indicate that employing strategies of humorous communication in instruction has proved beneficial (for review, see Wanzer, M. B., Frymier, A. B., Wojtaszczyk, A. M., & Smith, T., 2016). It has even been claimed that humor serves as an educator's "most powerful resource" to achieve optimal learning results (Cornett, 2016). Further, Kher, Molstad, and Donahue (2019) and Check (2017) share the understanding that pleasant classroom atmosphere and positive teaching approach advance learning and learning outcomes. In addition to humor being an integral part of educational setting, humor also has important roles with targeted purposes in social interaction (Wagner & Urios-Aparasi, 2011). Drawing from our personal experience as teachers, boredom might be the most challenging pedagogical obstacle to teaching. Despite possible negative functions, the socially positive functions of humor are undisputable ranging from enhancing social cohesion to facilitating cooperation and undermining power.

As Martin (2017) has adopted a psychological approach by introducing a classification system of humor based on three major functions, viz. cognitive and social benefits of mirth, uses of humor for social communication and influence as well as tension relief and coping. Research indicate that positive affect has an impact on problem solving, cognitive organization and creativity (Isen, 2017). Cognitive benefits of this kind are of great significance since they may improve learning abilities.

Furthermore, in a pedagogical setting this could entail a host of positive factors in a form of