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Филология факультеті

НАО «Евразийский национальный университет им. Л.Н. Гумилева»
Филологический факультет

NJSC “The L.N. Gumilyov Eurasian National University”
Faculty of Philology



**«МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ:
ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДЫҢ ЗАМАНАУЫ МӘСЕЛЕЛЕРІ»**
III Халықаралық ғылыми-практикалық онлайн конференция материалдары

22 ақпан 2024 ж.

**«МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ: СОВРЕМЕННЫЕ ВОПРОСЫ
ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ»**
Материалы III Международной научно-практической онлайн конференции

22 апреля 2024 г.

PROCEEDINGS
of the III International Scientific and Practical Online Conference
**“MULTICULTURAL COMMUNICATION:
MODERN ISSUES OF FOREIGN LANGUAGE TEACHING”**

April 22, 2024

Астана, Казахстан

УДК 80/81
ББК 81.2
М35

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III International Scientific and Practical Online Conference “MULTICULTURAL COMMUNICATION: MODERN ISSUES OF FOREIGN LANGUAGE TEACHING”: proceedings of the online conference (Astana, April 22, 2024). – Astana: the L.N. Gumilyov ENU, 2024. – 155 p.

Proceedings includes research papers of the participants of the annual International Scientific and Practical Online Conference “Multicultural Communication: Modern Issues of Foreign Language Teaching”, that took place and was organized by the Faculty of Philology (Foreign Languages Department, Foreign Languages Theory and Practice Department) on April 22, 2024. The conference was held according to the university plan. Proceedings of the conference can be of great interest to researchers, teachers and students engaged in research in the field of modern foreign language methodology, linguistics and text issues and contemporary approaches to training foreign language teaching personnel.

Authors are fully responsible for the content of research papers and the correctness of the facts indicated in them.

ISBN 978-601-7697-24-2

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ADAPTING ENGLISH LANGUAGE TEACHING TO ONLINE ENVIRONMENTS

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Аңдатпа. Бұл мақалада ағылшын тілі мұғалімдерін қашықтықтан білім беру контекстінде, әсіресе COVID-19 пандемиясымен байланысты проблемалар жағдайында онлайн ортаға бейімдеу қарастырылады. Онда теориялық негіздер, педагогикалық бейімделулер, проблемалар мен практиканың салдары қарастырылады. Ағылшын тілі педагогикасы бойынша шет тілі, онлайн оқыту және білім беру технологиялары сияқты әдебиеттерге сүйене отырып, зерттеу технологияларды мұғалімдерді даярлау бағдарламаларына интеграциялау туралы жан-жақты түсінік береді. Кейс-стади мен аралас әдістер тәсілінің көмегімен ол мұғалімдерді онлайн оқытудың күрделілігі мен динамикасын қарастырады, цифрлық контексте оқыту нәтижелерін

Аннотация. В данной статье рассматривается адаптация подготовки учителей английского языка к онлайн-среде в контексте дистанционного образования, особенно в условиях проблем, связанных с пандемией COVID-19. В ней рассматриваются теоретические основы, педагогические адаптации, проблемы и последствия для практики. Опираясь на литературу по педагогике английского языка как иностранного, онлайн-обучению и образовательным технологиям, исследование дает всестороннее представление об интеграции технологий в программы подготовки учителей. С помощью тематических исследований и подхода со смешанными методами в нем рассматриваются сложности и динамика онлайн-обучения учителей, подчеркивается необходимость

Abstract. This article explores the adaptation of English language teacher training to online environments in the context of distance education, particularly amidst the challenges posed by the COVID-19 pandemic. It delves into theoretical frameworks, pedagogical adaptations, challenges, and implications for practice. Drawing from literature in English as a Foreign Language (EFL) pedagogy, online learning, and educational technology, the study provides a comprehensive understanding of integrating technology in EFL teacher training programs. Through case studies and a mixed-methods approach, it examines the complexities and dynamics of online teacher training, emphasizing the need for

navigate the complexities of online teaching and optimize learning outcomes for English language learners in distance education settings.

The study by Khatoony and Nezhadmehr (2020) sheds light on the challenges encountered by English as a Foreign Language (EFL) teachers in integrating technology for online classrooms during the COVID-19 pandemic in Iran. Utilizing the Technology Integration Questionnaire (TIQ) and conducting structured interviews via WhatsApp, the researchers gathered both quantitative and qualitative data to explore teachers' perspectives and experiences. Quantitative findings from the TIQ analysis revealed positive attitudes towards technology integration, with teachers recognizing its role in enhancing academic achievement, promoting collaboration among students, improving communication skills, supporting instructional effectiveness, accommodating diverse learning styles, and motivating student engagement. However, qualitative insights from the interviews underscored significant challenges faced by EFL teachers, including limited student access to technology, internet connectivity issues, concerns about the reliability of online evaluation methods, lack of learner awareness and concentration, and parental apprehensions regarding technology's security implications. Despite these challenges, technology integration was found to facilitate instruction, motivate student engagement, provide opportunities for professional development among teachers, and prepare students for the demands of the 21st-century learning environment. This study emphasizes the importance of addressing technological barriers and enhancing support mechanisms to maximize the benefits of technology-enhanced learning in EFL contexts.

Challenges and Considerations. Despite the benefits of online learning, English language teachers encounter various challenges in adapting to online environments. Technical issues such as internet connectivity problems, hardware limitations, and software compatibility issues may disrupt the teaching-learning process and exacerbate existing educational inequalities (Mahyoob, 2020; Bozavli, 2021). Moreover, concerns regarding the efficacy of online instruction compared to traditional face-to-face methods underscore the importance of addressing pedagogical and interactional dynamics in virtual classrooms (Al-Jarf, 2022; Khatoony & Nezhadmehr, 2020).

METHODOLOGY

The COVID-19 pandemic has catalyzed a seismic shift in the landscape of education, necessitating an abrupt transition to online learning platforms across various academic domains, including English Language Teaching (ELT). This methodological framework aims to delve into the intricate process of adapting English language teacher training to online environments amidst the challenges posed by the pandemic. By meticulously examining the tools, strategies, and impediments encountered by ELT professionals, we endeavor to unravel the complexities of remote instruction and illuminate pathways towards effective online teacher training.

At the cornerstone of our methodology lies a comprehensive review of existing literature, synthesizing insights from seminal studies conducted in the realm of online language education. Building upon the findings of Efriana (2021), Al-Jarf (2022), Sari (2020), Mahyoob (2020), Bozavli (2021), Sardi et al. (2022), Damayanti and Irwan (2021), Klimova (2021), Khatoony and Nezhadmehr (2020), and Octaberlina and Muslimin (2020), we meticulously examine the diverse array of online learning tools and platforms employed during the pandemic. Furthermore, we scrutinize the benefits and drawbacks of technology integration in ELT, thereby laying the groundwork for our empirical investigation.

This study endeavors to interrogate the nuanced dynamics of online English language teacher training amidst the exigencies of the COVID-19 pandemic and its aftermath. Our overarching goal is to elucidate the efficacy of various online training methodologies, discern the impact of technological interventions on pedagogical practices, and unravel the multifaceted challenges confronting ELT professionals in the virtual realm.

Case Selection and Design: Adopting a qualitative research paradigm, we employ a purposive sampling strategy to select case studies representing diverse educational contexts, ranging from tertiary institutions to language academies. This eclectic mix of participants ensures a holistic

portrayal of the manifold experiences and perspectives encapsulated within the realm of online teacher training. Leveraging the intrinsic flexibility of the case study design, we aim to unearth rich, contextually embedded insights that transcend geographical boundaries and institutional affiliations.

Data Collection: Data collection unfolds through a multifaceted approach, encompassing semi-structured interviews, surveys, and document analysis. Semi-structured interviews serve as the cornerstone of our inquiry, offering a platform for participants to articulate their lived experiences, challenges, and triumphs in the realm of online teacher training. Complementing this qualitative inquiry, surveys furnish quantitative insights into the prevalence of online learning tools, training preferences, and perceived efficacy. Furthermore, document analysis affords a deeper understanding of institutional policies, curricular frameworks, and pedagogical guidelines underpinning online teacher training initiatives.

Embodying a holistic and multi-dimensional ethos, our methodology seeks to unravel the intricacies of online English language teacher training with meticulous rigor and scholarly precision. By synthesizing qualitative and quantitative data streams, we aspire to unravel the underlying mechanisms governing the adaptation of ELT practices to the digital milieu. Through discerning analysis and robust interpretation, we endeavor to furnish actionable insights that not only enrich scholarly discourse but also inform pedagogical praxis in the ever-evolving landscape of online language education.

DISCUSSION

This section offers a comprehensive analysis of the findings from the reviewed research articles, shedding light on the multifaceted implications of technology integration in English as a Foreign Language (EFL) classrooms during the COVID-19 pandemic. By exploring a range of benefits, challenges, and potential solutions associated with the adoption of technology in online learning environments, it provides valuable insights for educators, policymakers, and researchers alike.

Benefits of Technology Integration:

Continuity of Education: Online learning platforms and tools played a crucial role in ensuring the continuity of education amidst the disruptions caused by the pandemic (Efriana, 2021). By facilitating remote teaching and learning activities, technology enabled students to access educational resources and participate in classes from the safety and comfort of their homes.

Flexibility and Accessibility: The flexibility offered by online learning platforms allowed students to tailor their learning schedules to accommodate other commitments, thereby enhancing accessibility to education (Sari, 2020). Moreover, technology expanded access to educational resources and materials to a broader audience, including students in remote areas or those with mobility issues.

Innovative Teaching Methods: Teachers leveraged various digital tools and multimedia resources to enhance teaching effectiveness and engage students in interactive learning experiences (Bozavli, 2021). From video conferencing software to educational apps, technology-enabled educators to experiment with new pedagogical approaches and adapt their teaching strategies to suit the online learning environment.

Challenges and Limitations:

Technical Challenges: Notwithstanding the benefits, the transition to online learning was fraught with technical challenges such as poor internet connectivity, software glitches, and hardware malfunctions (Mahyoob, 2020). These issues hindered effective participation and disrupted the learning process for students, particularly those from underserved communities with limited access to reliable internet connections or appropriate devices.

Digital Divide: Socioeconomic disparities exacerbated the digital divide, contributing to unequal access to technology and internet connectivity among students from different socioeconomic backgrounds (Al-Jarf, 2022). As a result, students from marginalized communities faced barriers to fully engaging in online learning activities, perpetuating educational inequalities.

Limited Teacher Preparedness: Some teachers encountered challenges in adapting to online teaching, lacking adequate training and proficiency in utilizing technology for educational purposes (Sardi et al., 2022). The absence of comprehensive professional development initiatives hindered educators' ability to deliver engaging and effective online lessons, impacting students' learning experiences and outcomes.

Addressing Challenges and Moving Forward:

To address the challenges associated with technology integration in EFL education, concerted efforts are needed at various levels:

Infrastructure Improvement: Governments and educational institutions must invest in improving internet infrastructure and providing access to digital devices for underserved communities (Damayanti & Irwan, 2021). By bridging the digital divide, policymakers can ensure equitable access to online learning resources for all students.

Professional Development: Comprehensive training and support programs should be implemented to enhance teachers' digital literacy skills and proficiency in utilizing technology for online teaching and learning (Khatoony & Nezhadmehr, 2020). Ongoing professional development initiatives can empower educators to leverage technology effectively and create engaging learning environments for their students.

Pedagogical Innovation: A pedagogical shift towards learner-centered approaches that prioritize collaboration, interaction, and personalized learning experiences is essential for maximizing the benefits of technology in EFL classrooms (Octaberlina & Muslimin, 2020). By adopting innovative teaching methods and leveraging technology strategically, educators can create dynamic and inclusive learning environments that cater to the diverse needs and preferences of their students.

Future Directions and Implications:

Moving forward, it is crucial to continue exploring innovative ways to integrate technology effectively in EFL education while addressing the evolving needs and challenges of students and educators. Research efforts should focus on identifying best practices for online pedagogy, evaluating the effectiveness of different technological tools and platforms, and understanding the long-term impact of technology integration on learning outcomes and student engagement. By leveraging technology strategically and inclusively, EFL educators can harness the potential of digital learning to enhance student learning experiences and foster academic success in an increasingly digital world.

RESULTS

The analysis of multiple research articles focusing on online learning in English as a Foreign Language (EFL) classrooms during the COVID-19 pandemic revealed several key findings:

Continuity of Education: Online learning platforms such as Zoom, Google Meet, and learning management systems (LMS) like Moodle and Google Classroom played a vital role in maintaining continuity in education despite the challenges posed by the pandemic. These platforms facilitated remote teaching and learning activities, allowing students to access educational resources and participate in classes from the safety of their homes.

Flexibility and Accessibility: The adoption of online learning offered flexibility in scheduling and eliminated geographical barriers, enabling students to engage in learning activities from anywhere with an internet connection. This increased accessibility broadened educational opportunities, reaching students in remote areas and those facing mobility constraints.

Innovative Teaching Methods: Educators utilized various digital tools and multimedia resources to enhance teaching effectiveness and engage students in interactive learning experiences. Video conferencing, educational apps, asynchronous learning activities, and multimedia presentations were among the innovative teaching methods employed to adapt to the online learning environment.

Challenges Faced by Students and Educators: Despite the benefits, online learning presented challenges for both students and educators. Technical issues such as poor internet connectivity, software glitches, and hardware malfunctions hindered effective participation in online classes. Socioeconomic disparities contributed to unequal access to technology and internet connectivity, exacerbating educational inequalities among students. Additionally, some teachers faced challenges in adapting to online teaching due to a lack of training and proficiency in utilizing educational technology.

Student Engagement and Learning Outcomes: While online learning platforms offered flexibility and accessibility, some students experienced difficulties with motivation, attention span, and engagement in virtual classes. Moreover, students expressed lower satisfaction levels compared to traditional face-to-face education, citing challenges with technology, social interaction, and perceived effectiveness of online learning in achieving learning objectives.

Overall, the analysis highlighted the multifaceted nature of online learning in EFL classrooms during the pandemic, emphasizing the importance of addressing technical, socioeconomic, and pedagogical challenges to optimize the use of technology for effective and inclusive EFL instruction. These findings provide valuable insights for educators, policymakers, and researchers aiming to enhance the quality and accessibility of online education in the post-pandemic era.

CONCLUSION

The transition of English language teacher training programs to online environments in response to the COVID-19 pandemic represents a significant pedagogical and logistical challenge. Through a systematic exploration of the methodologies, theoretical frameworks, and results presented in the reviewed literature, several key insights emerge. Firstly, the rapid adoption of online learning platforms has enabled the continuity of education amidst unprecedented disruptions. However, this transition has also unveiled various challenges, including technical issues, socioeconomic disparities, and pedagogical concerns. Addressing these challenges requires concerted efforts at multiple levels, including infrastructure improvement, comprehensive professional development initiatives, and pedagogical innovation. Moving forward, it is essential to continue exploring innovative approaches to technology integration while ensuring equitable access to quality education for all learners. By leveraging the insights gleaned from this research review, educators, policymakers, and researchers can navigate the complexities of online English language teacher training and optimize learning outcomes in an increasingly digital landscape.

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LANGUAGE EDUCATION THROUGH CULINARY CULTURE: APPLICATION OF DISH NAMES IN PEDAGOGICAL PRACTICE

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Аңдатпа. Бұл мақалада аспаздық мәдениеттің лингвистикалық, мәдени және әдістемелік аспектілері қарастырылады; сонымен қатар педагогикалық практикада тағам атауларын қолдануда орыс тілін мысалға ала отырып, орыс тіліндегі аспаздық мәдениетке қатысты тілдік лексемаларға талдау жасалынған.

Аннотация. В данной статье рассматриваются лингвистические, культурные и методологические аспекты кулинарной культуры; также проведен анализ языковых лексем, относящихся к кулинарной культуре в русском языке, на примере русского языка при использовании названий блюд в педагогической практике.

Abstract. Russian linguistic, cultural and methodological aspects of culinary culture are considered in this article; the analysis of linguistic lexemes related to culinary culture in the Russian language is also carried out, using the example of the Russian language when using the names of dishes in pedagogical practice.

Түйін сөздер: лингвистика, лингвомәдениет, аспаздық мәдениет, әдістемелік аспекті, аспаздық лексема, лексика, мәтін

Ключевые слова: лингвистика, лингвокультура, кулинарная культура, методологический аспект, кулинарная лексема, лексика, текст

Key words: linguistics, linguoculture, culinary culture, methodological aspect, culinary lexeme, vocabulary, text

INTRODUCTION

In modern linguistics in recent decades, much attention has been paid to the study of the relationship between language and culture, a new terminology has appeared describing the manifestation of national culture in the language: culinary culture, linguoculture [1], the logo system [2], the concept [3-6]. However, whatever the terminology, the essence of the new concepts is as follows: there are units in the language that store information of cultural significance and are a means of transmitting it.

One linguistic unit cannot express all the features of the people's ideas about a particular cultural object, so most often it is their lexeme. To describe a culturally significant component, an