

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КеАҚ



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ



30
EURASIAN NATIONAL
UNIVERSITY



БГПУ
им. М. Акмуллы



РУДН

«ПЕДАГОГИКАЛЫҚ КАДРЛАРДЫ ДАЯРЛАУДАҒЫ ЗАМАНАУИ
ТӘСІЛДЕМЕ: ҒЫЛЫМ ЖӘНЕ ПРАКТИКА»

ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ФОРУМ

МЕЖДУНАРОДНЫЙ НАУЧНО-ПРАКТИЧЕСКИЙ ФОРУМ

«СОВРЕМЕННЫЕ ПОДХОДЫ В ПОДГОТОВКЕ ПЕДАГОГИЧЕСКИХ
КАДРОВ: НАУКА И ПРАКТИКА»

INTERNATIONAL SCIENTIFIC AND PRACTICAL FORUM
«MODERN APPROACHES TO TEACHER TRAINING: SCIENCE AND
PRACTICE»

МАТЕРИАЛДАРЫ

Астана

26 ақпан 2026 жыл



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КеАҚ**

**«ПЕДАГОГИКАЛЫҚ КАДРЛАРДЫ ДАЯРЛАУДАҒЫ ЗАМАНАУИ ТӘСІЛДЕМЕ:
ҒЫЛЫМ ЖӘНЕ ПРАКТИКА»
ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ФОРУМ
МАТЕРИАЛДАР ЖИНАҒЫ
26 ақпан, 2026 жыл**

**СБОРНИК МАТЕРИАЛОВ МЕЖДУНАРОДНОГО
НАУЧНО-ПРАКТИЧЕСКОГО ФОРУМА
«СОВРЕМЕННЫЕ ПОДХОДЫ В ПОДГОТОВКЕ ПЕДАГОГИЧЕСКИХ КАДРОВ:
НАУКА И ПРАКТИКА»
26 февраля, 2026 года**

**PROCEEDINGS OF THE INTERNATIONAL SCIENTIFIC-PRACTICAL FORUM
INTERNATIONAL SCIENTIFIC AND PRACTICAL FORUM
«MODERN APPROACHES TO TEACHER TRAINING: SCIENCE AND PRACTICE»
february 26, 2026**

Астана, 26 ақпан 2026 ж.

УДК 37.0
ББК 74.00
П23

Жалпы редакциясын басқарған: Сомжүрек Б.Ж.

Редакция алқасы: Асылбекова М.П., Атемова К.Т., Байсарина С.С., Сламбекова Т.С.,
Махадиева А.К.

П23 Педагогикалық кадрларды даярлаудағы заманауи тәсілдеме: ғылым және практика: халықаралық ғылыми-тәжірибелік форум материалдары. 26 ақпан 2026 ж./ – Астана: Л.Н. Гумилев атындағы ЕҰУ баспасы, 2026. – 1668 бет.

ISBN 978-601-385-193-8

Халықаралық ғылыми-практикалық форум материалдарының жинағында педагог кадрларды даярлаудың заманауи ғылыми-әдіснамалық негіздерін талдау, педагогикалық білім беру саласындағы инновациялық тәсілдер мен тиімді практикаларды айқындау, халықаралық ғылыми тәжірибе алмасуды дамытуға арналған өзекті ғылыми-тәжірибелік зерттеулердің нәтижелері енгізілген. Материалдарда педагогикалық білім мен ғылымның жаһандық трендтері, педагогикалық білім берудегі жасанды интеллект және цифрлық технологиялар, педагог кадрларды инклюзивті білім беруге дайындаудың халықаралық тәжірибесі және инновациялық әдістері туралы мәселелері қарастырылған. Жинақ білім саласындағы мамандарға, ғалымдарға, оқытушылар мен білім алушыларға арналған.

В сборник материалов международного научно-практического форума включены результаты актуальных научно-практических исследований, направленных на анализ современных научно-методологических основ подготовки педагогических кадров, выявление инновационных подходов и эффективных практик в сфере педагогического образования, а также развитие международного научного обмена опытом. В материалах рассматриваются вопросы глобальных тенденций в педагогическом образовании и науке, использования искусственного интеллекта и цифровых технологий в педагогическом образовании, международного опыта и инновационных методов подготовки педагогических кадров к инклюзивному образованию. Сборник предназначен для специалистов в области образования, ученых, преподавателей и обучающихся.

The proceedings of the International Scientific and Practical Forum include the results of relevant scientific and practical research aimed at analyzing the modern scientific and methodological foundations of teacher training, identifying innovative approaches and effective practices in the field of teacher education, as well as promoting international scientific exchange of experience. The materials address issues related to global trends in pedagogical education and science, the use of artificial intelligence and digital technologies in teacher education, as well as international experience and innovative methods of preparing teaching staff for inclusive education. The collection is intended for education professionals, researchers, teachers, and students.

УДК 37.0
ББК 74.00

ISBN 978-601-385-193-8

© Л.Н.Гумилев атындағы Еуразия ұлттық университеті, 2026

Бұл жинаққа енгізілген материалдарға авторлар жауапты.
Authors are responsible for the content of their materials.

МАЗМУНЫ

ПЛЕНАРЛЫҚ МӘЖІЛІС/PLENARY SESSION		
1	Ибраимов Х. И. Международный опыт и инновационные методики подготовки будущих учителей к эффективной профессиональной деятельности	3
2	Doğan M. Artificial intelligence in higher education: between opportunity and risk	6
3	Оспанова Б.К. Инклюзивті білім беру: тұлға дамуының факторы ретінде	10
1 секция: Педагогикалық білім мен ғылымның жаһандық трендтері 1 секция: Глобальные тренды педагогического образования и науки 1-section: Global trends in pedagogical education and science		
4	Тұрғынбаева Б.А. Ғылыми-педагогикалық мамандарды даярлау: жағдайы, мүмкіндіктері, мәселелері	15
5	Вахидова Л.В. Образовательная среда как пространство профессионального развития будущего педагога	19
6	Мардонов Ш.К. Подготовка высококвалифицированных специалистов в сфере образования	23
7	Набиулина Н.Г., Фазлыева А.Ф. Формирование социальной компетентности будущих специалистов психолого-педагогического профиля в процессе профессиональной подготовки	27
8	Жиенбаева С.Н., Азербает Д.Н. Болашақ эмоционалдық тұрақтылығын қалыптастыруды зерттеу тәсілдемелерін талдау..	31
9	Жиенбаева С.Н., Мукажанов Н.К. Университет түлектерінің кәсіби ортаға бейімделуін құзыреттілік тұғыры негізінде ұйымдастыру	36
10	Ахатова Д.А. Педагогика ғылымы, оның дамуы және заманауи салалары	40
11	Аликулова А.Б. Эксперимент барысында мектепке дейінгі балалардың зерттеу дағдыларын дамыту жолдары мен ерекшеліктері	45
12	Джаббаров Ш.Х. Развитие профессиональных компетенций у будущих специалистов авиации как глобальный тренд педагогики	49
13	Жаббаров З.Р. Взаимосвязь между мотивацией обучающихся и качеством образования с учётом глобальных трендов в педагогической науке	52
14	Касымбекова А.Ж., Ильясова Г.У. Химияны оқытуда оқушылардың функционалдық сауаттылығын қалыптастырудың ғылыми-педагогикалық негіздері	57
15	Медетова Р.М. Подготовка будущих учителей как глобальный тренд педагогической науки	61
16	Пирматов С. Развитие визуальной культуры у студентов как глобальный тренд педагогической науки	64

17	Садикова Ш.А. Международный опыт и применение инновационных методик для социализации детей дошкольного возраста	67
18	Табишев Т.А. Компетентностно-квалификационная модель выпускника вуза: тренды и инновации (российский и международный опыт)	70
19	Тожибоева Х.М. Формирование у подростков иммунитета против «массовой культуры» на основе гендерного подхода как глобальный тренд педагогической науки	75
20	Шохиён Н.Н., Джафарзода С.Ф. Об актуальности разработки учебника: «Педагогика успеха и творческое управление временем в контексте внедрение цифровых технологии в Вузе»	79
21	Khasanova Sh.T, Rahimova U.A. The role of educators in teaching children visual arts activities	83
22	Аубакирова Ж.К. Данияр Ш.Д. Шетелдік студенттердің жоғары оқу орнына әлеуметтік-психологиялық бейімделуін анықтайтын заманауи әдіс-тәсілдер	86
23	Алимбетова Р.В. Инновационные технологии на уроках русского языка: современные подходы и глобальные научные тренды	90
24	Байсарина С.С., Жумадилова А.Н. Жаһандану жағдайындағы білім беру жүйесінің инновациялық интеграциясы	94
25	Нуркасымова С.Н., Нұрланқызы Г. Білім алушылардың физика пәнінен шығармашылық қабілеттерін арттыру	99
26	Садыкова Д.А., Оралбекова К. Р. Нейропедагогика және когнитивтік ғылым негізіндегі оқыту әдістерінің дамуы: қазіргі халықаралық тәжірибе	103
27	Паштанов С.У., Ахмаджанова Д.С. Болашақ мұғалімдерді даярлауда жаттығуларды қолдану	108
28	Zhalelova G.M., Khamzina Z.B., Albekova A.Sh. On the methodological aspects of teaching professional english in agricultural universities (<i>with an Emphasis on the Use of AI.</i>)	112
29	Анорбоев А.А. Стратегии трансформации воспитательного процесса в учреждениях общего среднего образования на основе национальных и международных подходов	117
30	Zhaukina S. Environmental awareness of future teachers	121
31	Tokashova G.Zh. Pedagogical and psychological aspects of supporting academic mobility	126
32	Бободжонова М.М. Развитие навыков аналитического чтения у студентов экономических специальностей при работе со специализированными текстами	130
33	Бобоев Х.Ю. Сущность идеологического иммунитета к идейно-информационным атакам в педагогическом образовании	135
34	Зулпукарова Д. И., Жакыпбекова А.Т. Сманова Н.Т.	139

	Электронный учебник как ключевой элемент образования	
35	Норбутаева Д.А. Роль семьи в развитии художественно-эстетического вкуса и дизайнерских навыков учащихся как глобальный тренд педагогического образования	144
36	Пирматова М.С. Комплексное изучение поэтики художественных произведений на занятиях литературы как глобальный тренд педагогической науки	147
37	Собирова Н.Н. Использование невербальных средств в образовательном процессе	151
38	Селиверстова И.А. Нейродидактика и иноязычно-образовательный процесс	156
39	Сағынғали Б.А. Математиканы оқытуда жобалық жұмыстардың оқушылардың зерттеушілік қүзыреттілігін дамытуға әсері	161
40	Тургунбоев Б.И. Педагогические возможности формирования мира и национальных и международных подходов	165
41	Ходжаев О.Ш. Педагогическая модель, критерии и результаты практических испытаний	168
42	Экстерович А.И. Снижение агрессивных проявлений у подростков посредством привития навыков социально одобряемого поведения	173
43	Kokteubay Z.Zh. Karmenova N.N. Student-centered strategies for enhancing learning outcomes in economic and social geography	177
44	Абишева А.Х. Научно-педагогические предпосылки развития основ исследовательской компетентности учащихся	181
45	Джумагазиева А.К. Формирование экологической ответственности у студентов педагогических колледжей в контексте глобальных трендов педагогического образования и устойчивого развития	186
46	Кемалова Г.Б. Педагогика ғылымы контексіндегі психологиялық иммунитет	191
47	Кусаинова А. Ж. Терминологиялық жүйенің дамуына әлеуметтік факторлардың ықпалы	195
48	Сатыбалдина М.Б., Мусина Г.Б. Жоғары оқу орнындағы шетелдік студенттердің әлеуметтік-мәдени ортаға бейімделу механизмдері	199
49	Уриа Ш. Историко-ретроспективный анализ развития национальной системы образования в республике маврикий	206
50	Alpanova A.M. Integrating mass media into efl teacher education: a pathway to intercultural communicative competence	211
51	Aituganova K. Peer assessment in modeling foreign language writing instruction	215
52	Ваева Е.	220

	Development of independent foreign language learning skills among students majoring in psychology and pedagogy	
53	Aubakirova A.A. Interference in efl: error analysis and teaching solutions	225
54	Rufina A. Integrating art therapy methods into teacher education programs: a communicative perspective	230
55	Gaisin A.I. Role of emotional intelligence in the development of stress resistance and mindfulness in pedagogical context	232
56	Bakhytkyzy Sh. Students' emotional intelligence and awareness of emotional intelligence in efl learning	235
57	Glumova A., Makhambetova Zh. Navigating the future: career orientation among 9 th grade students	239
58	Zhanbolat I.N. Self-regulated learning strategies of university students: a qualitative study from Kazakhstan	243
59	Kobeisinova G. Socio-cultural determinants of sexual health literacy within educational environments: empirical evidence	247
60	Kuanysheva S. Academic resilience studies and future research directions	252
61	Kazakhova A.V. Teaching english through gamification: a pedagogical experiment and expected changes in students' academic motivation	256
62	Rakhmetova A.T. Developing students' cultural awareness in the process of teaching english	261
63	Sovet B. Effective methods of teaching a foreign language in the context of a competency-based approach (based on grades 10–11)	266
64	Temirbay M. The role of school mediation in preventing conflicts among participants in the educational process	269
65	Балғабек Е.Ә. Әлеуметтік серіктестік негізінде болашақ педагогтардың бәсекеге қабілеттілігін дамытудың маңызы	271
66	Бакиева Т.Б. Орта білім беру жағдайында ата-аналардың кәсіби бағдар беру үдерісіне ықпалы: Қазақстан тәжірибесі	276
67	Елубаева Р.С., Тельбаева У.Д., Уйсембаева А.А. Бастауыш сыныпта жекелеген пәндерді интеграцияланған оқытуда STEM технологиясын қолданудың маңыздылығы	279
68	Жалалдин Д.Н., Абдреимова К.А., Калимолдаева А.К. Гибридті оқыту жағдайында оқушылардың білімін бағалаудың жаңа тәсілдері мен құралдары	283
69	Исахова П.А. Современные требования к первоначальной подготовке кабинного экипажа в условиях авиационного образования Республики Казахстан	287

70	Ибадуллаева С.Ж., Кожабергенова А.Т. Жоғары сынып оқушыларының функциональдық сауаттылығын биология пәні негізінде қалыптастыру	292
71	Исабаева Л.У. Об уровне развития критического мышления у старшеклассников и влияющих на него факторах в современных образовательных условиях	295
72	Кыдыр А. Е. Жаратылыстану ғылымдарындағы STEM технологиясының маңызы	300
73	Куатбекова А.М., Джетимов М.А. Химия пәнінде жобалық іс-әрекетті ұйымдастыру білім алушылардың зерттеушілік мәдениетін қалыптастыру құралы ретінде	303
74	Моминова Г.М. К вопросу о применимости понятия академической социализации в школьном образовании	306
75	Мұқашева А.Б. Студенттердің эмоциональдық тұрақтылығын дамытудағы педагогикалық-психологиялық алғышарттар	310
76	Нұрланова А., Рыстыгулова В.Б. Орта мектепте оптика бөлімін оқытуда ойын технологиялары арқылы оқушылардың концептуалды түсінуін қалыптастыру	317
77	Оралбай Ж.С., Рыстыгулова В.Б. Мектеп физика курсында космология элементтерін кіріктіріп оқытудың тиімді әдістері	322
78	Онбаева Н.Ш., Аренова А.Х. Тұлғаның тірек құзырлығын қалыптастырудың ғылыми-педагогикалық мәселелері	331
79	Оразалина А.Ж. Болашақ педагогтардың кәсіби іс-әрекетке даярлығын дуалды оқыту жағдайында қалыптастыру: халықаралық салыстырмалы талдау	334
80	Сарин Е.Т., Адилова В.Х. Инновационная цифровая модель «Smart-стопа» в системе здоровьесбережения и профилактики функциональных нарушений стоп у юных хоккейных вратарей	338
81	Соснина И.Ю., Махамбетова Ж.Т. Модель психолого-технологической поддержки интеграции иностранных студентов: от адаптации к развитию в глобализирующемся образовательном пространстве	344
82	Тұрсынжан Н.Б. География сабақтарында PISA форматындағы тапсырмаларды құрастыру және орындау әдістемесі	349
83	Тасмуратова М.Н. Импульстің, энергияның және зарядтың сақталу заңдарын оқытуда цифрлық ресурстарын пайдалану жолдары	352
84	Уалиева М.А. Роль преподавателя в снижении цифрового стресса студентов в условиях цифровой образовательной среды	356
85	Эркинкызы Б., Тургунбеккызы А., Жээнбаева Э.К. Использование компьютерных технологий в реализации межпредметных связей в начальных классах	360

86	Amirbay Zh. K. Theoretical aspects of research on artificial intelligence and digital technologies in teacher education	365
87	Гапу Ә.Н. Английский язык как образовательный ресурс в условиях глобальных изменений	371
88	Жаканова Н.М. Білім беру мекемелерін басқарудың педагогикалық және ұйымдастырушылық ерекшеліктері	374
89	Муратова Г.А., Исеноманова А.Е., Кажиева М.Ф. Глобальные тренды педагогического образования и науки	377
90	Тұрлыбай Д.Н. Педагогикалық білім мен ғылымның жаһандық трендтері: бастауыш сынып оқыту саласы	380
91	Укиева М.И. Биология сабақтарында зерттеу жұмыстары арқылы функционалдық сауаттылықты арттыру	385
92	Гитихмаева Л.М. Развитие компетенций специалистов помогающих профессий в рамках дисциплины «Практикум по soft skills»	390
93	Жорабек А. Химия сабақтарында функционалдық сауаттылықты қалыптастыруда PISA тапсырмаларының рөлі	394
94	Асылханқызы М. Сыни ойлауды қалыптастыруда кластер тәсілінің рөлі	399
95	Арқабай І.М., Ильясова Г.У. Химияны оқытуда STEM технологиясын пайдалану әдістемесінің тиімділігі	403
2-секция: Педагогикалық білім берудегі жасанды интеллект және цифрлық технологиялар		
2-секция: Искусственный интеллект и цифровые технологии в педагогическом образовании		
2-section: Artificial intelligence and digital technologies in pedagogical education		
96	Ying W. Theoretical construction and cultivation paths of physical education teachers' digital literacy from the perspective of embodied cognition	408
97	Khodjiyeva F.O., Mutova M. U. Artificial intelligence and critical thinking in conducting and receiving instruction	412
98	Karakhanova L. M. Increasing parental responsibility in protecting students from internet threats in a globalizing society is a requirement of the time	415
99	Ибрагимова Э. И., Сабиралиева З. М. Интеграция искусственного интеллекта в педагогическое образование: возможности и риски	419
100	Исаева З. Т. Отражение цифровых технологий и социальных медиа в педагогических сегментах	422
101	Верниенко Л.В. Инструменты методического сопровождения профессиональной деятельности педагога в цифровой образовательной среде	427

17. Study and personal resources of university students' academic resilience // *Frontiers in Psychology*. – 2025. – Vol. 16. – 11835835.
18. Academic resilience as a mediator between meaning in life and subjective well-being // *Frontiers in Psychology*. – 2025. – Vol. 16. – 12219946.
19. Systematic review of protective factors related to academic resilience // *PubMed*. – 2024.
20. Karimova A.B. Psychological stress and emotional burnout of high school students during preparation for national testing // *Bulletin of KazNPU named after Abai. Series "Pedagogy and Psychology"*. – 2023. – No. 4(76). – P. 112–120.
21. Building Resilience in Students: Managed and Minimised Stress in Education // *Neurobiology*. – 2023. – Vol. 7. – No. 4. – P. 193.
22. Iskakova B.S. Gender differences in academic resilience and achievement of grades 10–11 students // *Women and Society: Contemporary Trends*. – 2025. – No. 1. – P. 102–110.
23. Strategies for cultivating academic resilience // *Times Higher Education*. – 2024.
24. Impact of stress and personal challenges on academic performance of Kazakhstan students. – 2023.
25. Tleubergenova A.E. Non-cognitive factors of success in science and mathematics education // *Education and Science of Kazakhstan*. – 2024. – No. 3. – P. 67–75.
26. Abdrakhmanova A.K. Influence of mock national tests on schoolchildren's anxiety levels // *Psychology and Pedagogy in the Modern World*. – 2024. – No. 1. – P. 34–41.

UDC: 378.7

TEACHING ENGLISH THROUGH GAMIFICATION: A PEDAGOGICAL EXPERIMENT AND EXPECTED CHANGES IN STUDENTS' ACADEMIC MOTIVATION

Kazakhova Anastasia Viktorovna

2nd-year Master's student in "Pedagogy and Psychology," Higher School of Education,
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

palnava@mail.ru

Abstract. The article examines the potential of gamification as a means of organizing pedagogical feedback in English language instruction at the lower secondary school level. The relevance of the study is determined by the decline in the stability of academic motivation during early adolescence and the limited effectiveness of traditional methods of stimulating learning activity. The purpose of the study is to describe the organization of a pedagogical experiment introducing gamified support into English lessons and to determine the expected changes in students' academic motivation. The research follows a quasi-experimental design with nonequivalent groups. Questionnaire survey and systematic pedagogical observation were used, based on the principle of methodological triangulation. In the experimental group, gamification elements were integrated into regular lessons without changes to the curriculum content or learning outcome requirements. It is expected that systematic recording of participation, effort, and individual progress will increase learning activity, reduce avoidance of responses, and strengthen cognitive motives. The practical significance of the study lies in the possibility of implementing the proposed model in ordinary school settings without modifying the educational program.

Аннотация. Статья посвящена исследованию возможностей геймификации как средства организации педагогической обратной связи в обучении английскому языку учащихся основной школы. Актуальность работы обусловлена снижением устойчивости учебной мотивации в раннем подростковом возрасте и ограниченной эффективностью традиционных способов стимулирования учебной активности. Цель исследования — описать организацию педагогического эксперимента по внедрению геймифицированного сопровождения уроков английского языка и определить ожидаемые изменения учебной мотивации учащихся. Исследование выполнено в логике квазиэксперимента с неэквивалентными группами. Используются методы анкетирования и систематического педагогического наблюдения, реализованные на основе принципа методической триангуляции. В экспериментальной группе элементы геймификации интегрированы в структуру обычных уроков без изменения содержания обучения и требований к результатам. Предполагается, что систематическая фиксация участия, усилия и индивидуального продвижения будет способствовать росту учебной активности, снижению избегания ответов и усилению познавательных мотивов. Практическая

значимость исследования состоит в возможности реализации описанной модели в условиях массовой школы без изменения учебной программы.

Keywords: gamification, academic motivation, pedagogical experiment, English language teaching, lower secondary school, engagement, pedagogical feedback.

Ключевые слова: геймификация, учебная мотивация, педагогический эксперимент, английский язык, основная школа, вовлечённость, педагогическая обратная связь.

The problem of academic motivation among lower secondary school students remains one of the most persistent and, at the same time, one of the most difficult to address in educational pedagogy and psychology. During adolescence, the stability of cognitive interest noticeably declines: students more often complete tasks formally, demonstrate less initiative, avoid oral responses and active participation in classroom interaction. This tendency is particularly evident in foreign language lessons, where learning success directly depends on regular speaking practice, participation in dialogue, reading, and collaborative activity. With insufficient engagement, the learning process itself begins to be perceived as obligatory but externally imposed, which gradually weakens students' effort and reduces learning outcomes.

Traditional methods of stimulating activity—grades, control, and occasional praise—prove effective only for a small proportion of students. They primarily support the activity of already successful learners, whereas students with medium and low motivation gradually reduce their participation, communicate less frequently, and more often demonstrate avoidance behavior. As a result, a situation of formal classroom presence without genuine cognitive activity emerges, when task completion is not accompanied by internal acceptance of the learning goal. From the perspective of contemporary motivation psychology, this condition can be explained by the predominance of external regulation of behavior: the activity is performed for the sake of grades or teacher requirements rather than perceived as personally meaningful [1].

The search for means capable of increasing students' intrinsic engagement has led educational practice to actively turn to gamification. Gamification is understood as the use of game design elements in a non-game context, particularly in educational activity [2]. Unlike game-based lessons or educational computer games, gamification does not replace the learning process but complements it with a system of goals, feedback, achievements, and rewards, creating a sense of progress and experienced success for students. Research indicates that such elements can support the sense of competence, autonomy, and social relatedness—basic psychological needs underlying intrinsic motivation in learning activities [3].

The psychological explanation of gamification effectiveness is primarily connected with the principles of Self-Determination Theory. According to this theory, intrinsic motivation develops when three basic psychological needs are satisfied: autonomy, competence, and social relatedness. In the educational environment, this means that a student should experience the possibility of choice, observe personal progress, and receive support from others. Gamification elements—levels, achievements, point accumulation systems, and collaborative tasks—create conditions for experiencing advancement in activity and allow students to perceive learning tasks as attainable, thereby strengthening their sense of competence.

In addition to Self-Determination Theory, its impact on learning activity can be explained by several psychological approaches. The orientation of the reward system toward individual progress corresponds to Achievement Goal Theory, according to which mastery orientation promotes more stable learning activity compared to performance-comparison orientation. Regular recording of small achievements and safe forms of participation create conditions for the development of academic self-efficacy [4], increasing students' readiness to engage in activity. At the same time, the system of immediate feedback and encouragement performs the function of positive reinforcement of learning behavior, which corresponds to the behavioral explanation of activity formation.

An additional explanation of the mechanism of influence is associated with the principles of operant conditioning proposed by B. F. Skinner. In this case, the system of achievements and badges functions not as a reward for high performance but as a means of positive reinforcement of learning behavior [5]. Not only correct answers are reinforced, but also students' actions themselves—

attempts to respond, participation in discussion, helping classmates, and initiative. Regular immediate reinforcement increases the probability of repeating these forms of activity, contributing to the gradual formation of stable learning behavior. At the same time, reinforcement is directed toward the process of activity rather than external comparison of students' results, which helps avoid a decrease in intrinsic motivation and is consistent with the principles of Self-Determination Theory.

Analysis of pedagogical practice studies shows that gamification is most often implemented as a separate activity—a digital platform, a one-time game, or episodic use of game-like tasks. At the same time, models of its systematic integration into the structure of an ordinary lesson are described much less frequently, when game mechanics accompany everyday learning activity and support it over an extended period. It is also assumed that excessive reliance on external rewards and individual rankings may reduce intrinsic motivation by shifting the activity into the sphere of external reinforcement [6]. Therefore, in pedagogical application the critical factor is not the quantity of game elements but the nature of their use: game mechanics should support learning activity rather than replace it. This creates a contradiction between recognition of the motivational potential of gamification and the insufficient development of pedagogical approaches for its embedded use within traditional instruction.

In this regard, a study was organized aimed at experimentally testing the possibilities of gamified support of learning activity within a regular school lesson. The object of the study is the academic motivation of lower secondary school students in English language learning. The subject of the study is the change in students' academic motivation during the systematic implementation of gamification elements in the structure of foreign language lessons. The purpose of the study is to describe the organization of a pedagogical experiment introducing gamified support in English lessons and to determine the expected changes in students' academic motivation. It is hypothesized that systematic integration of game mechanics into everyday learning activity, with a reward system oriented toward individual progress and collective class results, will strengthen students' academic motivation and increase the stability of their learning engagement.

The study is conducted in the context of the real educational process while teaching English to Grade 7 students. The research follows a quasi-experimental design with non-equivalent groups. In the control group, the traditional organization of the lesson is preserved, whereas in the experimental group gamification elements are systematically incorporated into lesson structure. At the same time, the instructional content, topics, and learning outcome requirements are identical in both groups; only the mode of pedagogical support of students' learning activity is altered.

The baseline (ascertaining) stage of the research is aimed at identifying the initial level of students' academic motivation and the characteristics of their participation in learning activity during English lessons. Within the study, motivation is considered not only as students' subjective attitude toward the subject but also as a characteristic of their actual behavior in a learning situation. Therefore, the diagnostic procedure combines self-report methods and pedagogical observation, allowing motivation to be examined as a complex phenomenon including emotional, cognitive, and behavioral components.

For the initial diagnosis of academic motivation, a questionnaire is administered in both the control and experimental groups. The questionnaire is anonymous and consists of a set of statements rated by students on a Likert scale. The items describe typical learning situations and are adapted to the age characteristics of Grade 7 students and to the conditions of school foreign language learning. The questionnaire is not a standardized psychodiagnostic instrument but a research diagnostic tool developed in accordance with the objectives of the study. In constructing the items, the principles of Self-Determination Theory distinguishing intrinsic and extrinsic regulation of activity were taken into account, as well as the ideas of J. Atkinson's achievement motivation theory [7] and approaches of отечественных (Russian) researchers to the structure of learning motives [8] [9]. The questionnaire includes the following diagnostic blocks: interest in the subject and emotional attitude toward lessons; learning effort and willingness to overcome difficulties; avoidance of learning activity; external regulation (orientation toward grades and teacher requirements); and conscious attitude toward learning.

Observation was conducted without interfering in the lesson process using a structured observation protocol. The observation card recorded behavioral indicators of motivation: engagement in task completion; voluntary answers and participation in discussion; readiness to begin work without reminders; interaction in pair and group activities; and demonstration of initiative.

The results of the initial (baseline) questionnaire revealed a similar level and structure of academic motivation in the control and experimental groups, allowing them to be considered comparable for the pedagogical experiment. In both groups, the leading component of the motivational structure is a conscious attitude toward learning activity (experimental group — 3.81; control group — 3.75), indicating that students understand the importance of learning English. Cognitive motives are expressed at a moderate level (3.05 and 3.00 respectively) and are predominantly situational in nature: students' interest depends on the form of task organization and its level of difficulty. External motives also show moderate values (3.30 and 3.25) and are mainly associated with teacher requirements and grading. Social motives in both groups are below the average level (2.94 and 2.85) and do not serve as the leading regulator of learning activity. The motive of failure avoidance is moderately expressed (2.58 and 2.65), indicating caution in response situations but not leading to a complete refusal to perform tasks.

The data obtained through pedagogical observation confirm the questionnaire findings. In both groups, learning activity is predominantly reactive: a considerable proportion of students begin working only after teacher prompting. Initiative responses and independent initiation of tasks are demonstrated by a limited number of learners. Student activity increases during pair and group work; however, during individual work, students tend to wait for a model or a prompt.

Alongside overall classroom engagement, students with reduced activity were also identified. These learners attend the lesson and complete a minimal amount of work but rarely initiate responses and tend to avoid situations of public evaluation. Their behavior is not related to disciplinary violations but rather reflects insecurity and insufficient learning engagement.

Thus, the initial level of academic motivation can be characterized as generally formed but predominantly externally regulated and situational. Students' activity is largely determined by the organization of the learning process, which creates the conditions for testing the influence of changes in the educational environment on the nature of learning activity.

The formative stage is implemented within the existing English language curriculum and does not involve changes to instructional content. Teaching follows the official curriculum planning documents and lesson plans: topics, types of speech activity, grammatical and lexical material, and learning outcome requirements remain unchanged. What changes is not the course content but the mode of organizing learning activity and supporting task completion.

The formative stage is based on the principle of gamified course structuring. Each instructional module provided by the curriculum and textbook is treated as a "mission," while individual lessons within the module function as sequential "levels." Progression through levels reflects mastery of the learning material, and task completion is accompanied by a system of immediate feedback. In this way, the familiar logic of studying topics is preserved but supplemented by an additional structure that allows students to perceive learning as a process of continuous progression.

At the beginning of the intervention, a shared class account is created for the experimental group in a digital support application (ClassDojo). Students are introduced to the operating rules of the system: game elements do not replace grades but function in parallel with the traditional assessment system and record participation, effort, and manifestations of learning activity.

Students' progress is accompanied by a system of achievements (badges) with clearly defined criteria for awarding. Badges are granted for specific manifestations of learning activity: cooperation in pair and group work (*team player*), helping classmates (*helper*), demonstration of thinking processes (*thinking skill*), oral participation (*speaking skill*), quality reading (*reading skill*), creative task completion (*creator*), successful solution of a complex task (*big brain*), as well as willingness to respond and overcome embarrassment in oral work (*no cringe*). Thus, not only

correctness of answers is reinforced but also participation in learning activity. The reward system has a differentiated structure and is oriented toward individual progress. Badges accumulate throughout the module, and upon its completion all students receive a reward. However, the type of reward depends on the number of achievements earned. Students who accumulate fewer points receive a *common chest* including small academic privileges (for example, the opportunity to change seat once during a lesson, to use “audience help” when answering at the board, or to receive an additional point toward the next test). Students with the highest number of achievements receive a *rare chest* providing extended privileges (for example, additional points toward a test result, the right to correct one task, exemption from one homework assignment, one pass on answering at the board, or one permissible late arrival without penalty). Importantly, all students receive rewards; however, the volume of the reward depends on individual contribution to learning activity. Thus, the system does not create a situation of losing and is not based on direct comparison between students but instead supports striving for personal progress.

It is expected that the behavioral component of academic motivation will change first. According to pedagogical observation data, an increase in voluntary responses, more active participation in pair and group work, and a reduced need for constant teacher prompting are anticipated. Changes should also affect students’ subjective attitudes toward learning activity. Because the achievement system records individual progress, students receive confirmation of their own success regardless of their current grade. This is expected to strengthen learning effort and reduce avoidance of learning activity. In the final questionnaire, this should manifest as an increase in cognitive motives and a decrease in situational anxiety associated with making mistakes. Particular importance is expected for students with reduced activity identified during the baseline stage. The opportunity to receive recognition for participation, helping classmates, and completing small actions creates a safe way for them to become involved in learning. It is assumed that the gradual reinforcement of such forms of activity will lead to more regular participation in lessons and a reduction in avoidance of responding.

Thus, the effectiveness of gamified support will be evaluated through the coordinated dynamics of indicators: changes in questionnaire data should be accompanied by corresponding behavioral manifestations recorded through pedagogical observation. The absence of comparable changes in the control group will allow the identified differences to be interpreted as the result of changes in the organization of learning activity.

The present study attempts to consider gamification not as an isolated game element within a lesson but as a method of organizing pedagogical feedback during the learning process. The results of the baseline stage showed that even with a generally positive attitude toward the subject, students’ learning activity remains unstable and is largely determined by teacher actions: a substantial proportion of learners begin working only after direct prompting and avoid situations involving public response. The proposed model of the formative stage is aimed precisely at changing this aspect of learning activity. Systematic recording of participation, effort, and individual progress allows students to receive confirmation of success not only through grades but also through the learning process itself. In this way, learning activity becomes not merely a reaction to teacher requirements but a self-initiated action of the student.

The practical significance of the study lies in the fact that the described approach can be implemented within a regular lesson without changes to the curriculum, textbook, or learning outcome requirements. Therefore, in this study gamification is considered not as an entertainment-oriented element of a lesson but as a pedagogical mechanism for organizing systematic feedback that facilitates a gradual shift in students’ learning activity from external regulation to intrinsic motivation.

References

1. Deci, E. L., & Ryan, R. M. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press, 1985. 371 p.

2. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. From game design elements to gamefulness: Defining “gamification”. In: Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments. Tampere, Finland, 2011, pp. 9–15.
3. Ryan, R. M., & Deci, E. L. Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. New York: Guilford Press, 2017. 756 p.
4. Bandura, A. Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 1977, vol. 84, no. 2, pp. 191–215.
5. Skinner, B. F. *Science and Human Behavior*. New York: Macmillan, 1953. 461 p.
6. Deci, E. L., Koestner, R., & Ryan, R. M. A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 1999, vol. 125, no. 6, pp. 627–668.
7. Atkinson, J. W. Motivational determinants of risk-taking behavior. *Psychological Review*, 1957, vol. 64, no. 6, pp. 359–372.
8. Bozhovich, L. I. *Lichnost' i ee formirovanie v detskom vozraste* [Personality and Its Formation in Childhood]. Moscow: Prosveshchenie, 1972. 464 p.
9. Markova, A. K. *Formirovanie motivatsii ucheniya v shkol'nom vozraste* [Formation of Learning Motivation in School Age]. Moscow: Prosveshchenie, 1983. 96 p.

UDC 372.811.111.1

DEVELOPING STUDENTS' CULTURAL AWARENESS IN THE PROCESS OF TEACHING ENGLISH

Rakhmetova Anar Tanatarkyzy

Second-year Master student with a major in “Foreign languages and intercultural communication”

NLC Kh.Dosmukhamedov Atyrau University, Atyrau city, Republic of Kazakhstan

Scientific supervisors – Associated professor **Abdol E.D.**

anarahmetova2@mail.ru

abdol.e@mail.ru

Abstract. The function of cultural sensitivity in English language acquisition is examined in this article. It highlights how closely language and culture are intertwined, making it impossible to learn a foreign language without comprehending the cultural traits of the target nation. The theoretical underpinnings of the idea of "cultural awareness" and its significance for fostering intercultural communicative competence are examined. In English classes, special attention is given to useful strategies and tactics for fostering students' cultural awareness, such as the utilization of real materials, project activities, intercultural communication, and comparative examination of cultural realities. It highlights the idea that including a cultural component encourages tolerance, critical thinking, and a willingness to communicate in a globalized society in addition to deeper language acquisition.

Аннотация. В данной статье рассматривается роль культурной чувствительности в освоении английского языка. Подчеркивается, насколько тесно переплетены язык и культура, что делает невозможным изучение иностранного языка без понимания культурных особенностей изучаемой страны. Рассматриваются теоретические основы понятия «культурного сознания» и его значение для развития межкультурной коммуникативной компетенции. На занятиях по английскому языку особое внимание уделяется полезным стратегиям и тактикам развития культурной осведомлённости учащихся, таким как использование реальных материалов, проектная деятельность, межкультурная коммуникация и сравнительное изучение культурных реалий. Подчёркивается, что включение культурного компонента, помимо более глубокого освоения языка, способствует развитию толерантности, критического мышления и готовности к общению в глобализованном обществе.

Key words: cultural awareness, English language, intercultural communication, communicative competence, foreign language teaching, educational process, cultural component.

Ключевые слова: культурная осведомленность, английский язык, межкультурная коммуникация, коммуникативная компетентность, обучение иностранным языкам, образовательный процесс, культурный компонент.