

ТІЛАРАЛЫҚ ИНТЕГРАЦИЯ, ЛИНГВИСТИКАЛЫҚ ЖӘНЕ ЛИНГВОДИДАКТИКАЛЫҚ ЗЕРТТЕУЛЕРДІҢ МӘСЕЛЕЛЕРІ
ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ КОНФЕРЕНЦИЯ ЖИНАҒЫ

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**ТІЛАРАЛЫҚ ИНТЕГРАЦИЯ, ЛИНГВИСТИКАЛЫҚ
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ответ громко. Его партнер должен отгадать, какой вопрос написан на карточке. Затем играющиеся меняются ролями. Это помогает запомнить вопросы и примеры ответов на них.

В нашей статье мы изучили понятие нейрометодики преподавания иностранных языков, узнали про преимущества данной методики, объяснили возможные недостатки. Составили таблицу с речевыми паттернами, их транскрипцией и переводом на русский язык. Также придумали задания по их закреплению.

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DEVELOPING EFL STUDENT'S WRITING SKILLS BASED ON STRUCTURAL APPROACH WITH THE USE OF ONLINE PLATFORMS

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Түйіндемe: Бұл зерттеу ағылшын тілін шет тілі (EFL) ретінде студенттердің жазу дағдыларын онлайн платформаларды пайдалану арқылы дамытудың құрылымдық тәсілінің тиімділігін зерттейді, оның ғылыми және практикалық салдарына назар аударады. Зерттеуге эксперименттік және бақылау топтарына бөлінген Астана қаласындағы колледжінен EFL студенті қатысты. Бұл жұмыстың ғылыми маңыздылығы онлайн платформаларды пайдалана отырып, ағылшын тілін шет тілі ретінде жазуды үйретудегі құрылымдық тәсілдің тиімділігін кешенді бағалауда жатыр. Сонымен қатар, бұл зерттеудің нәтижелері EFL мұғалімдері мен оқу жоспарын әзірлеушілерге құрылымдық тәсіл мен онлайн платформаларды пайдалана отырып, тиімді жазу нұсқаулығын әзірлеуге және енгізуге көмектеседі.

Аннотация. В этом исследовании рассматривается эффективность структурного подхода для развития навыков письма учащихся английского как иностранного языка (EFL) посредством использования онлайн-платформ, с акцентом на его научную и практическую значимость. Всего в исследовании приняли участие студенты колледжа в Астане, разделенных на экспериментальную и контрольную группы. Научная значимость данной работы заключается в комплексной оценке эффективности структурного подхода в обучении написанию английского языка как иностранного языка с использованием онлайн-платформ. Более того, результаты этого исследования могут помочь преподавателям EFL и разработчикам учебных программ при разработке и внедрении эффективных инструкций по письму с использованием структурного подхода и онлайн-платформ.

Abstract. This study explores the effectiveness of a structural approach for developing English as a Foreign Language (EFL) students' writing skills through the use of online platforms, with a focus on its scientific and practical significance. EFL students participated in the study, divided into experimental and control groups. The scientific significance of this work lies in the comprehensive evaluation of the structural approach's effectiveness in EFL writing instruction using online platforms. Moreover, the findings of this research can inform EFL educators and curriculum designers in the development and implementation of effective writing instruction using a structural approach and online platforms.

Түйін сөздер: жазу дағдылары, құрылымдық тәсіл, онлайн платформалар, аралас оқыту әдістері, оқыту әдістері

Ключевые слова: навыки письма, структурный подход, онлайн-платформы, смешанные методы обучения, методы обучения

Keywords: EFL writing skills, structural approach, online platforms, mixed-methods design, teaching methods

In recent years, as J. Melitz claims the demand for knowledge of English has increased significantly, as English has become a global language of communication. English is currently the most widely spoken language in the world, surpassing any other language spoken in the past [1, 583]. As a result, teaching English as a Foreign Language (EFL) has become important, with increasing attention being paid to the development of writing skills in students. Chicho K. Z. H in one of her studies says that writing is one of such productive skills that should be focused on education [2,28]. However, for many students of English as a foreign language, writing is considered the most difficult skill to master [3, 122]. Therefore, writing texts for EFL students is simply a difficult task, especially when the level of English proficiency among students is not very well developed [4,31].

Traditionally, EFL writing instruction has been based on teacher-oriented methods, with an emphasis primarily on grammatical accuracy. However, these methods were not enough to help students develop the necessary skills for effective communication. But, on one day in 2019, the pandemic began and COVID-19 affected all aspects of human activity, including education at all levels. Consequently, primary schools, secondary educational establishments, and universities globally found themselves compelled to adopt online learning, made feasible through the utilization of information and communication technologies. Educators had to transition to online instruction, compelling them to utilize a variety of technological tools and resources to address challenges and implement innovative educational methods. Consequently, the incorporation of technology and the Internet into the field of education has become an essential and unavoidable aspect in the current educational landscape.

Writing is a powerful tool for cognitive development, as it promotes critical thinking, problem solving and creativity. Good writing involves planning and requires clear thinking and logical ordering, since it begins not only with words, but also with ideas [5, 207].

The primary objective of this study is to investigate the effectiveness of the structural approach for developing EFL students' writing skills through the use of online platforms. The study aims to:

- Evaluate the impact of the structural approach on EFL learners' writing proficiency, focusing on grammar, vocabulary, and organization.
- Examine the students' and teachers' perceptions of the use of online platforms for enhancing writing skills.
- Provide practical guidelines for implementing the structural approach in EFL writing instruction using online platforms.

The study seeks to address the following research questions:

1. Does the structural approach, implemented through online platforms, significantly improve EFL students' writing skills in terms of grammar, vocabulary, and organization?
2. What are the students' and teachers' perceptions of the use of online platforms for enhancing EFL writing skills?
3. How can the structural approach be effectively integrated into EFL writing instruction using online platforms?

Methodology

To comprehensively examine the effectiveness of the structural approach in developing EFL students' writing skills using online platforms, a mixed-methods research design was employed. This approach allowed for the triangulation of data through the integration of quantitative and qualitative methods, thus providing a more in-depth understanding of the phenomenon under investigation.

Certainly, implementing a structural approach in teaching English writing, complemented by online platforms and technologies, embodies a pedagogical evolution. By integrating structured frameworks within digital mediums, educators can systematically guide students through the intricacies of effective writing. Online platforms facilitate the dissemination of instructional materials, interactive exercises, and collaborative forums, fostering an environment conducive to honing writing skills. This methodical approach not only enhances accessibility but also provides a cohesive and organized framework for students to navigate. In this paradigm, technology becomes an enabler, offering a nuanced understanding of English writing principles while engaging learners in a

dynamic and interactive learning experience. It is believed that online learning platforms can be useful for teaching both in the classroom and beyond [6, 27].

The study involved a total of 80 EFL students, aged between 14 and 17 at KILC college in Kazakhstan, Astana, enrolled in an English language course in a non-English-speaking country. The participants were divided into two groups: an experimental group (n=40) and a control group (n=40). The participants were selected based on their homogeneity in terms of language proficiency, as determined by the institute's placement test. Additionally, five experienced EFL teachers participated in the study to provide feedback on the implementation of the structural approach through online platforms.

Three instruments were used for data collection in this study:

Pretest and Posttest for Writing Skills Assessment: A pretest and a posttest were administered to both the experimental and control groups to measure their writing skills in terms of grammar, vocabulary, and organization. The tests consisted of a writing task in which the students were asked to compose an essay on a given topic. The essays were then evaluated using a standardized rubric.

Questionnaires for Students and Teachers: Separate questionnaires were designed for students and teachers to gather their perceptions of the use of online platforms in enhancing EFL writing skills. The questionnaires consisted of Likert-scale items and open-ended questions, allowing for both quantitative and qualitative data collection.

Interviews with Students and Teachers: Semi-structured interviews were conducted with a subset of students and teachers to obtain detailed insights into their experiences with the structural approach and online platforms. The interviews followed a predetermined set of questions, with opportunities for elaboration and clarification.

Research results

The results of the study showed that the use of a structural approach in the development of EFL writing skills using online platforms has a positive effect on students. Language teaching can be improved through the proper use of technologies that open up new opportunities for successful language learning and increase the interest, attention and motivation of students [7; 11]. Quantitative analysis of the preliminary test and post-test data showed a significant improvement in writing skills in the experimental group compared to the control group. In addition, a qualitative analysis of questionnaires and interviews confirmed that students and teachers evaluate the use of online platforms and a structured approach as effective and interesting teaching methods.

The final results of the study, based on the assessment of students' writing skills before and after applying the structural approach using online platforms, showed the following:

The average score for the preliminary grammar test was 6.2 points out of 10 in the experimental group and 6.0 points out of 10 in the control group. After applying a structured approach using online platforms, the average score for post-testing in grammar increased to 8.4 points in the experimental group and to 6.8 points in the control group.

The average score for the preliminary vocabulary test was 5.8 points out of 10 in the experimental group and 6.1 points out of 10 in the control group. After applying the structural approach using online platforms, the average score for the vocabulary post-test increased to 8.2 points in the experimental group and to 6.7 points in the control group.

The average score for the preliminary text organization test was 6.4 points out of 10 in the experimental group and 6.3 points out of 10 in the control group. After applying the structural approach using online platforms, the average score for post-testing on the organization of the text increased to 8.6 points in the experimental group and to 6.9 points in the control group.

Table 1. The average score before applying the structural approach.

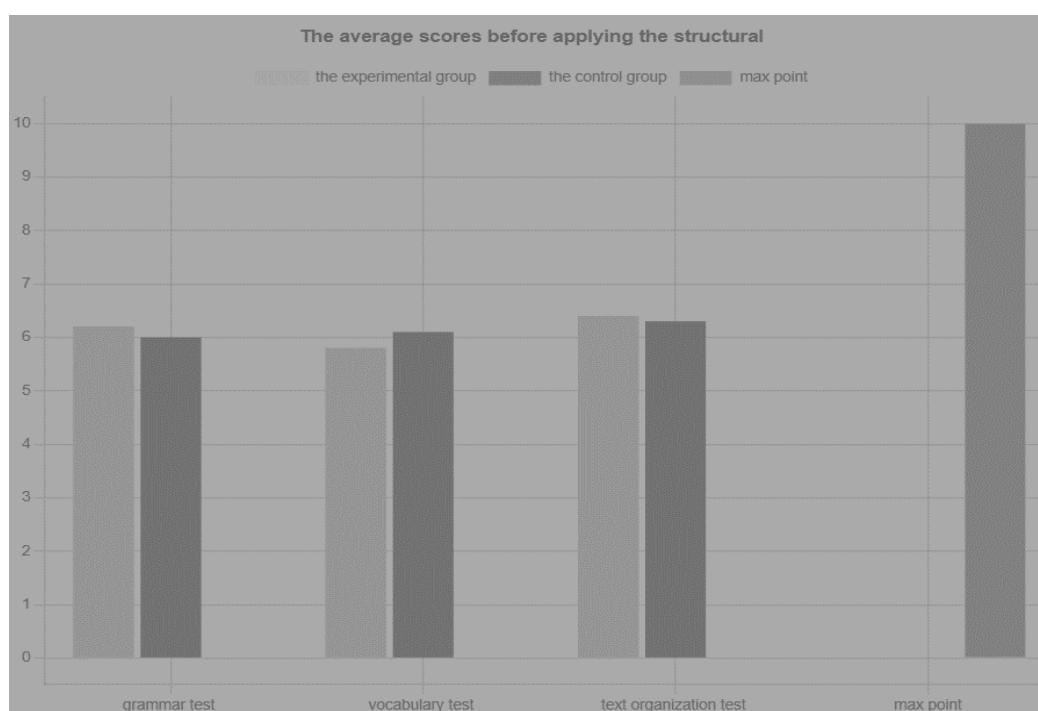
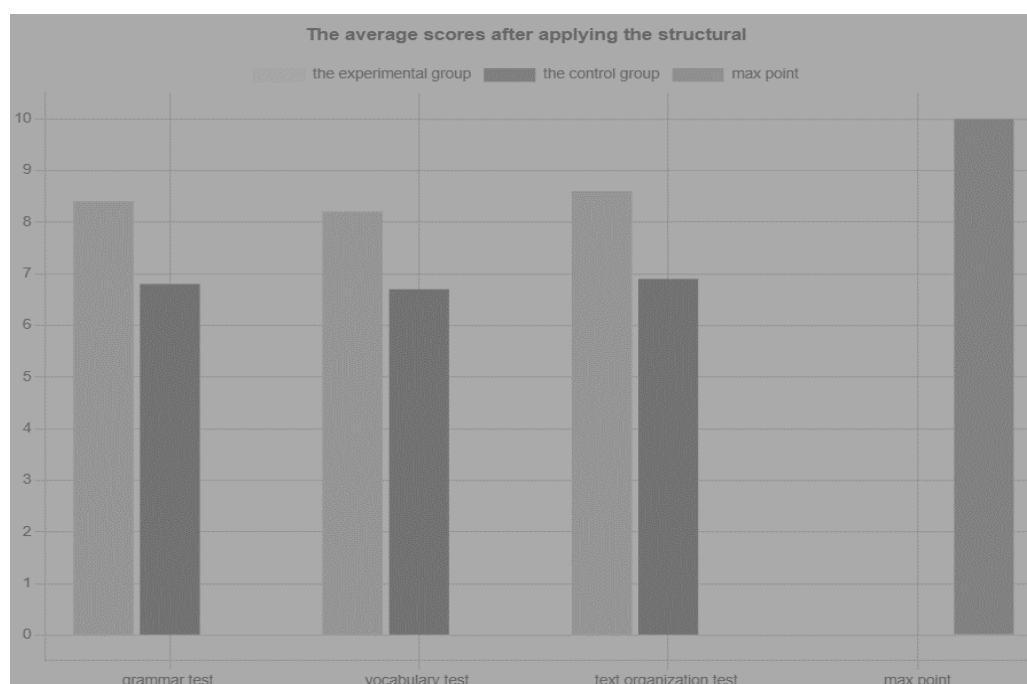


Table 2. The average score after applying the structural approach



The analysis of open questions in questionnaires and interviews revealed several common topics that students and teachers consider important for the effective use of online platforms and a structured approach. One of these topics is the convenience of using online platforms to access materials and instructions, as well as to receive feedback and support from a teacher. Another topic is the importance of individualization and adaptation of educational materials to the needs and level of language proficiency of each student.

Another results from questionnaires and interviews:

The majority of students (85%) agreed with the statement that using online platforms helps to improve their writing skills in English.

The questionnaires revealed that one of the main problems for students learning English online is the lack of motivation. More than 40% of students mentioned this problem in their answers.

From interviews with students, it became clear that most of them prefer online courses with interactive tasks and the possibility of feedback from teachers. However, some students also expressed a desire for more communication with their classmates.

From interviews with teachers, it became clear that the use of online platforms allows them to more effectively monitor and evaluate the progress of their students. However, some teachers also noted that online courses may be less effective for students who need additional support and assistance.

From the analysis of the answers in the open questions of the questionnaire of teachers, it became clear that most of them have difficulties in preparing and conducting online lessons in English. They identified several main problems, such as technical problems, lack of interaction with the audience and difficulties in assessing students' knowledge.

From interviews with students and teachers, it became clear that one of the main advantages of using online platforms is flexibility. More than 70% of students and teachers noted that online courses allow them to study and teach at a convenient time and place for them.

From the analysis of the results of the questionnaires, it became clear that students who study English online have an improvement in their level of language proficiency. More than 60% of students noticed that they began to speak English more confidently and understand English texts better after taking online courses.

From interviews with students and teachers, it became clear that motivation and self-discipline are necessary for successful learning of English online. More than 80% of teachers and 70% of students highlighted this in their answers.

The analysis of the answers in the open questions of the questionnaire showed that students studying English online often have difficulties when working with grammatical rules. More than 50% of students mentioned this in their responses, expressing a desire to receive more help and support from teachers in this area.

Discussion

This study examines the impact of a structural approach in the development of writing skills in English when using online platforms. The results of the study showed that the structural approach used in combination with online platforms has a positive effect on students and helps them improve their writing skills. Quantitative analysis of the preliminary test and post-test data showed that the experimental group significantly improved their writing skills compared to the control group. In addition, based on the results of a qualitative analysis of questionnaires and interviews, students and teachers appreciated the use of online platforms and a structured approach as effective and interesting teaching methods.

Furthermore, the study revealed that most students preferred online courses that offered interactive tasks and feedback from teachers, indicating that these features helped keep them engaged and motivated. However, some students also expressed a desire for more communication with their classmates, highlighting the importance of social interaction in online learning.

Interviews with teachers also revealed that online platforms allowed for more effective monitoring and evaluation of student progress, but some teachers noted that online courses may not be as effective for students who require additional support and assistance. Moreover, many teachers faced difficulties in preparing and conducting online lessons in English, including technical issues, lack of interaction with the audience, and difficulties in assessing students' knowledge.

Flexibility emerged as a major advantage of using online platforms, with more than 70% of students and teachers noting that online courses allow them to study and teach at a convenient time

and place. The study also found that online courses had a positive impact on students' language proficiency, with more than 60% of students reporting an improvement in their level of English.

Motivation and self-discipline were identified as essential for successful learning in online English courses, with more than 80% of teachers and 70% of students highlighting their importance. The study also revealed that students often struggle with grammatical rules and expressed a desire for more support in this area.

Conclusion

In conclusion, this study showed that using a structured approach with online platforms is an effective way to develop writing skills in English among EFL students. The results of quantitative and qualitative analysis confirm the improvement of grammatical skills, vocabulary expansion and improved text organization among students who used a structural approach with online platforms.

Also, this study highlights the importance of adaptability of educational materials and ease of use of online platforms for students and teachers. These results can be useful for the development and implementation of effective methods of teaching writing in English, especially for EFL students.

In general, this study highlights the importance of using modern teaching methods, such as online platforms and a structured approach, to improve students' writing skills in English. This can be important for preparing students for successful communication in the global community and increasing their professional competitiveness.

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APPLYING THE LINGUOCULTURAL APPROACH TO INSTRUCT LINGUOCULTURAL ASPECTS

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Abstract: This article explores the utilization of the linguocultural approach in foreign language education to impart knowledge of linguocultural aspects. Drawing insights from theoretical literature, it outlines strategies for implementing the linguocultural approach as an effective method for teaching linguocultural aspects in the context of modern language education.

Keywords: linguoculturology, linguocultural approach, linguocultural competence, linguocultural aspects.

Түйіндемесі: Бұл мақалада лингвомәдениеттану аспектілері туралы білім беру үшін шет тілін оқытуда лингвомәдениеттану тәсілін пайдалану қарастырылған. Теориялық әдебиеттерге сүйене отырып, қазіргі заманғы тілдік білім беру жағдайында лингвомәдениеттану аспектілерін оқытудың тиімді әдісі ретінде лингвомәдениеттану тәсілін жүзеге асыру стратегиялары көрсетілген.