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<i>GAMIFICATION IN FOREIGN LANGUAGE TEACHING: THE EFFECTIVENESS OF MOBILE APPLICATIONS IN INCREASING STUDENT MOTIVATION</i> <i>Zhamikhanova D.K., Mukushev D.G.</i>	216-220
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closed and general question. We think it would not be superfluous to conduct an interview among several students and find out full answers about why it is difficult for them.

Difficulties in learning professional English include understanding industry-specific jargon, adapting to different accents, maintaining the right level of formality in communication, and keeping up with fast-paced conversations in meetings and emails». It is concluded that it is not so much difficult for people to learn complex words, but rather difficult for them to use them in real life, and there is a fear of using them correctly. Most often, people have problems with speech, they seem to know all the words and phraseological units, but they cannot use them in speech. According to the above answers, students lack practice and an immersive environment for full progress. Now we live in the newest times, where everything is developing and the topic of artificial intelligence is very relevant now. According to the findings of our research some recommendations to learn specialized vocabulary are given. They are:

- ✓ You can develop programs yourself and take some special exercises to improve your professional language.
- ✓ You can role-play situations that are common in the tourism industry, such as making a hotel reservation, giving directions to tourists, or recommending local attractions.
- ✓ Watch travel videos and movies. This will not only improve your listening skills, but will also expose you to different accents and contexts.
- ✓ Continue learning. This is an ongoing process, so it is important to stay motivated and practice regularly. It is worth following current trends in tourism, attending seminars and participating in language exchange programs.

Conclusion

Learning specialized English language skills is the key to success in the tourism industry in the context of a globalized economy. Effective English communication has a direct impact on enhancing customer satisfaction and tourist experience. In addition, it provides tourism professionals with greater career opportunities and professional mobility. By investing in specialized English language training, tourism enterprises are able to be more competitive and receive more tourists that are international. Finally, focusing on English skills for specialists leads to a richer and more successful tourism industry. The research of this topic can significantly develop the tourism industry and the consciousness to solve this problem for the further progress.

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Shakhputova Z.Kh., PhD, Assistant Professor
at Foreign Languages Department
Aitmukhamedgali M., a 2nd year Master's student
at the Department of International Law
L.N. Gumilyov Eurasian National University,
Astana, Kazakhstan

Abstract. The significance of critical thinking is especially pertinent in the information-digital era. Critical thinking as the ability to critically analyze, assess and reflect encompasses the processes of decision-making and personal stance formation. The study focuses on enhancing critical thinking skills through the activities designed on the basis of autochthonous texts.

Key words: critical thinking, autochthonous literary text, analytical skill, text interpretation, EFL classroom

Аңдатпа. Сыни тұрғыдан ойлау қабілетінің маңыздылығы ақпараттық-цифрлық дәуірде ерекше өзектілікке ие болады. Сыни тұрғыдан ойлау сыни тұрғыдан талдау, бағалау және рефлексия қабілеті ретінде шешім қабылдау және жеке ұстанымды қалыптастыру процестерін қамтиды. Зерттеудің негізгі бағыты автохтонды мәтіндер негізінде құрылған тапсырмалар арқылы сыни ойлауды дамыту болып табылады.

Түйін сөздер: сыни тұрғыдан ойлау, автохтонды көркем мәтін, аналитикалық дағды, мәтінді түсіндіру, EFL сабағы

Аннотация. Важность умения критически мыслить приобретает особую актуальность в информационно-цифровую эпоху. Критическое мышление как способность критически анализировать, оценивать и рефлексировать, охватывает процессы принятия решений и формирования личной позиции. Фокусом исследования является развитие критического мышления посредством заданий, созданных на основе автохтонных текстов.

Ключевые слова: критическое мышление, автохтонный художественный текст, аналитический навык, интерпретация текста, английский язык как иностранный (EFL)

Introduction

In the contemporary world, which is increasingly saturated with information and digital technology, the ability to think critically and interpret information competently is a pivotal skill for achieving personal fulfilment. Critical thinking, defined as the ability to critically analyze and evaluate information proceeding the generation of judgements and/or decision making, is formed and developed in language learning (native, foreign) in the light of the competence-based learning model (Pavlova et al., 2023). This approach involves the integration of recognized educational technologies, including problem-based learning (PBL) and task-based learning (TBL), in conjunction with information technology and the development of digital environments (Pavlova et al., 2023; Zhang, 2022). Furthermore, fiction continues to serve as a significant repository for the cultivation of critical thinking skills. The incorporation of autochthonous literary texts (henceforth referred to as ALT) into language learning is evidenced in the extant research as resulting in a substantial enhancement of language proficiency, alongside the development of analytical reasoning skills, the ability to analyze from diverse perspectives, and the construction of inferences (Sage, 1987; Zhang, 2022). So, how effectively can the potential of ALT be utilised in the English language classroom? What kind of tasks based on such texts contribute to the development of critical thinking?

The present research is aimed at investigating the integration of autochthonous literary texts in the EFL context, as well as sharing some suggestions on creation of the fiction-based activities designed to cultivate students' critical thinking skills.

Materials and Methods

The material of the study comprised fragments of autochthonous works of Kazakh writers presented in the Anthology of Kazakh Prose in English (Contemporary Kazakh Literature: Prose, 2019) and exercises developed on the basis of these texts (Shakhputova et al., 2024). The methodological basis of the study was formed by critical analysis of scientific sources on the topic under consideration and cognitive-discursive analysis of fragments of autochthonous fiction text.

Results and Discussion

Autochthonous literary text as a source of critical reading

The critical reading of a fiction text is a multifaceted process involving the perception of the text, the comprehension of what has been read, the analysis of the statements and actions of characters, the description of phenomena, situations, processes, and their evaluation. This ultimately leads to the understanding of its deep meanings and the adequate interpretation of the content. Pavlova et al. (2023) define this process as a sequence of stages of evoking, comprehension and reflection. Corresponding to this view, these stages can be described as follows. At the initial stage, the text is perceived, evoking images in the recipient's consciousness. This initial reflection of the text through images is then experienced, comprehended in accordance with the reader's life experience, and incorporated into their semantic field. Finally, there is a process of mental decomposition of the text content into its components and their mental connection into a whole (Shakhputova et al., 2022). This process of comprehending the meanings of signs transmitted by the author to his reader is interpreted by Ricoeur (2008) as text comprehension. This process of decoding the author's message by the reader is an interpretation based on the critical analysis of the key concepts of the text taking into account the cultural and historical context.

ALT is a significant source with infinite potential for analysis and interpretation. It constitutes a distinctive ethno-cultural realm, marked by a rich variety of images, meanings and emotions. The content of such texts, characterized by its use of imagery and expressiveness, is playful in nature and engages the reader first in an artistic experience, then in an analytical process. "The integration of language, culture and literature in a cohesive framework is essential for cultivating 'critical understanding of language', 'historical and political awareness', 'social sensitivity and aesthetic appreciation', in addition to fostering interpretative competencies and 'functional language abilities'" (Calafato, 2023, p. 80). In the contemporary context, literature is distinguished by its capacity to challenge readers, inspiring independent interpretation, learning, and creativity, and generating new understandings of language, culture, and, indeed, literature (Hall, 2020). As Hall (2020) asserts, literature's value in these new circumstances lies in its capacity to challenge readers, inspiring independent interpretations, learning, and creativity, and generating new understandings of language, culture, and, indeed, literature (p. 7).

The benefits of incorporating fiction texts within foreign language education have been highlighted by many scholars (Sage, 1987; Lazar, 2009; Hall, 2020; Calafato, 2023). Among the myriad advantages, including linguistic, sociocultural and motivational factors, the primary benefit is the fostering of critical literacy through the practice of reflective reading. Critical thinking as a higher-order thinking skill encompasses logical, analytical and metacognitive abilities (Stefanova & Bobkina, 2017), thereby fostering the development of creative thinking and problem-solving skills. To cultivate these skills, text fragments reflecting ethno-cultural traditions and customs, mentality and conceptual values of the Kazakh people, have been selected from the literary works of Kazakh writers. Subsequent to this, a series of practical activities grounded in ALT potential have been created. Preliminary tasks include exercises designed to facilitate immersion in the historical and cultural context, involving familiarization with writers and their literary works, in addition to engaging with prescribed exercises. The contextualization of the work can also be presented in the form of a picture created with the assistance of AI technology or a short video clip sourced from YouTube.



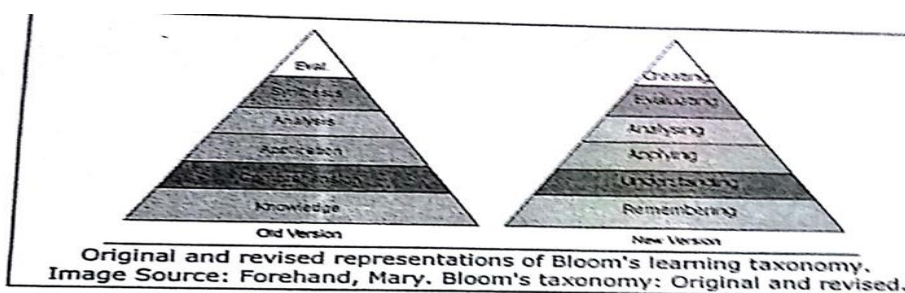
2.2 Scan the QR code. Watch the video "Short history of yurts" and answer the questions:

1. What was a traditional yurt made from?
2. How does the yurt differ from other types of dwelling?
3. Where does the word "yurt" come from?
4. What material is used today to install the yurt?
5. What does the shape of a yurt represent?
6. Are there any differences between a Kazakh yurt and a Kyrgyz one?
7. Why have yurts become more popular recently?



(Shakhputova et al., 2024)

All activities are designed in accordance with two fundamental principles: the "From Simple to Complex" and "Present-Practice-Produce" models. Adherence to these principles allows for the differentiation of all activities as pre-, while- or post-reading tasks. These activities correspond to the various learning types delineated by Bloom's Taxonomy.



[http://sop.oie.rice.edu/1CourseGoals/Blooms_Briefing.pdf]

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Count Define Describe Draw Identify Label List Match Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Select State Write	Associate Compute Convert Defend Discuss Distinguish Estimate Explain Extend Extrapolate Generalize Give Infer Paraphrase Predict Rewrite Summarize	Add Apply Calculate Change Classify Complete Compute Demonstrate Discover Divide Examine Graph Interpolate Manipulate Modify Operate Prepare Produce Show Solve Subtract Translate Use	Analyze Arrange Breakdown Combine Design Detect Develop Diagram Differentiate Discriminate Illustrate Infer Outline Point Relate Select Separate Subdivide Utilize	Appraise Assess Compare Conclude Contrast Critique Determine Grade Interpret Judge Justify Measure Rank Rate Support Test	Categorize Combine Compose Create Drive Design Devise Explain Generate Group Integrate Modify Organize Plan Present Propose Rearrange Reconstruct Related Reorganize Revise Rewrite

(see: Shakhputova et al., 2017).

At higher thinking level, the exercises represent thought-provoking questions and moral dilemmas to resolve, like: "What would you do/say, if ... ?" Learners are encouraged to do research (e.g.: "Find out what the Wiki says?", "Google it!", etc). In this section, the implementation of the present-practice-produce principle will be considered, as demonstrated in a series of exercises based upon a segment of the narrative 'Death of a Borzoi' by M. Magauin (Contemporary Kazakh Literature: Prose. 2019).

Part 3. Reading

3.1 Look at the photo and say what breed of dog is described in M. Magauin's story "Death of a Borzoi" and say why it is appreciated by Kazakh people?



3.2 Read the passage from Mukhtar Magauin's story "Death of a Borzoi" and answer the questions:

1. What does the puppy look like?
2. Why did Mamaj have to give the puppy to his relative?
3. Why did the hero ask the aksakal to assess his puppy?
4. What was the aksakal promised for the puppy evaluation?
5. What Kazakh traditions can be identified in the given extract? Do they function today?

«A man following in the footsteps of his ancestors will hone his arrows sharp», the aksakal Omar repeated and paused. The late Amir, Kazy's father, was a Zigit among Zigits. And he kept superb borzoi dogs. So, fleet that they ran down a fox like a whirlwind – not borzois, but panthers. E-eh, you wouldn't believe it from anyone else until you could see it for yourself. Now you want to make all the livestock thoroughbreds. I can't undertake to speak about livestock, but even in ancient times the Kazakhs had the very purest thoroughbred hunting dogs. Mamaj, for instance, had a hunting dog called Beskara. The son of a certain baj offered him five mares with their foals for the dog, but the stubborn man still wouldn't swap. And after that, that was what the borzoi was called – Beskara, in the sense of 'five head of livestock', although the dog had its own name before then. As I recall, he was grey, with dark stripes – a real tiger. He had such a deep, broad and mighty chest that he didn't lie down on his belly, but only on his side. He had a huge head with powerful cheekbones. No other dog could compare with Beskara in size. Believe it or not – it's up to you – but wise men whose fame runs from region to region or daring batyrs who know not the same fear as other mortals, are born among people. Allah is great! And just so among animals there are some who stand out from their brethren from the day of their birth. Beskara was such a dog. My winter meadow and Mamaj's were next to each other, so I saw him with my own eyes: in one winter Beskara took thirteen wolves. And as for hares and foxes – there was no counting them. He even often went after the wild mountain sheep. Later Mamaj kept a grey borzoi bitch at home, he said she was from Beskara. The borzoi bitch lived to a great old age and died in the year the war ended, in spring. She sensed that death was close and went away, no one knows where to. People are right when they say. A good dog doesn't want to be seen dead. Mamaj was in mourning for days. When some men die, their families don't grieve as much for them. And to tell the truth, although she wasn't Beskara, that borzoi bitch was the genuine article. You can't find thoroughbreds like that now. How could people ever find the time to look after a dog properly, or keep a hunting bird... 'Yes, that's the way of it', said Kazy. 'Who would pasture the state's livestock then, and mow the hay...! A cough erupting from deep inside Kazy's chest choked off his breathing and he left the phrase unfinished. <...>

The puppy, completely gorged on bauyrşaks and sugar, suddenly yapped as if in approval of her words. 'That's old age for you', said Omar, shaking his head. 'I started talking about one thing and switched over onto something else... What was it I was talking about?'

3.3 Choose the appropriate descriptions to the characters in the story:

Characters	Descriptions
1. Ādil	a. a man who pressures Mamaj to give him a Borzoi puppy, claiming it's a tradition
2. Omar	b. jokes about the conversation topic and comments on the value of the Borzoi puppy
3. Kazy	c. an elderly man with knowledge of dogs and hunting, tells a story about a legendary Borzoi named Beskara.
4. Mamaj	d. the late Amir's son and a hunting enthusiast, who owns a Borzoi puppy.
5. Esenžol	e. known for his liking for dogs and passing on the tradition of hunting

3.4 Review the text again and define how the characters are related to each other. Work out the meaning of *nagashy* and *zhien*.

3.5 Pair work. Using the information from the text, discuss the specific relations between *nagashy* and *zhien*. What Kazakh old-fashioned tradition representing the *nagashy-zhien* relationship is mentioned in the text?

(Shakhputova et al., 2024)

As demonstrated above, the exercises illustrate the incremental engagement of the learner in the production of speech. In this context, the presentation of characters and their relationships is based on the text, in which new words and concepts are practised. Discussion, as a form of task, fosters interaction and communication among learners. For instance, the following exercise can be used to stimulate reflection, reasoning and interpretation.

4.2. Food for thought

The reading passage in the text mentioned “**One drop of poison infects a whole cauldron of wine**”. How do you understand it? What equivalent proverb exists within Kazakh culture that parallels popular sayings? How can you connect this proverb with the story about two young people who loved each other despite the law of the steppes?

4.3. Listening. Scan QR code and watch the video about “Seven ancestors”. Answer questions below.

1. What is seven generations? What information do you possess regarding this topic?
2. Why should Kazakh people know their seven ancestors?
3. Is it accurate that one should not tie the knot until the seventh generation has passed?
4. Do you know your seven ancestors? Do you think that everyone knows them well these days?



(Shakhputova et al., 2024)

It is worth noting that exercises where learners need to introduce context from their own lives are particularly effective in today's context of widespread use of AI tools such as Chat GPT. Such assignments not only allow for objective assessment of learner achievement, but also for observing the development and improvement of critical analysis and interpretation skills. Zhang (2022) further emphasizes that interactive and student-centred approaches in language education are crucial, and that incorporating critical thinking strategies into English language teaching, in conjunction with enhancing cognitive skills and language proficiency, equips students with the essential competencies for effective learning and a successful future professional life (Zhang, 2022).

Conclusion

The advantages of integrating fictional texts in the EFL classroom have been acknowledged by many scholars. As demonstrated by Calafato (2023), educators who possess both high literary competence and creativity employ literature as a medium to cultivate critical thinking and interpretative abilities, notwithstanding the constraints imposed by institutional frameworks. Critical thinking, defined as the ability to analyze, evaluate and interpret, facilitates logically sound decision-making and the expression of one's own opinion on the issue at hand. This is especially important in today's conditions of oversaturation of information and intensive introduction of AI into all spheres of life. Tasks that are creatively constructed on the basis of an autochthonous literary text can serve as an effective tool for the formation, development and improvement of critical thinking skills.

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Shukirbayeva B.K.

Astana International University, Astana, Kazakhstan

**Academic Supervisor: Dina Kurmanayeva K.- associate professor
at Eurasian National University, Astana, Kazakhstan**

THE ROLE OF CULTURALLY CONTEXTUALIZED ELT IN ENHANCING CRITICAL THINKING SKILLS AMONG KAZAKHSTANI LEARNERS

Abstract: This study examines the role of culturally contextualized English Language Teaching (ELT) in enhancing critical thinking skills among Kazakhstani learners. Using a quasi-experimental design, it compares students exposed to culturally integrated lessons with those following a standard curriculum. Results show that cultural integration fosters critical thinking, language proficiency, and student engagement. The findings highlight the benefits of localized content in ELT and suggest curriculum adaptations to support effective language learning in Kazakhstan.

Keywords: ELT, critical thinking skills, intercultural competence, language education, problem-solving, analytical reasoning, localized content, curriculum adaptation.

Түйіндеме: Бұл зерттеу Қазақстандық оқушылардың сыни ойлау дағдыларын дамытудағы мәдени тұрғыда бейімделген ағылшын тілі оқытудың (ELT) рөлін зерттейді. Жартылай эксперименттік әдісті қолдана отырып, мәдени мазмұнды кіріктірілген сабақтарды өткен студенттер мен стандартты оқу бағдарламасын ұстанған студенттер салыстырылды. Нәтижелер көрсеткендей, мәдени интеграция сыни ойлау, тілдік