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TABLE OF CONTENTS

SECTION: HISTORY SCIENCE

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SANJAR ASFENDIYAROV, CITIZEN OF KAZAKHSTAN, AND HIS RICH HISTORICAL HERITAGE

Annotation. *The article examines the role of Sanjar Asfendiyarov as an outstanding citizen of Kazakhstan, a talented historian, teacher, outstanding statesman and public figure, founder of the Almaty Medical Institute, and public works activist.*

Keywords: *historical heritage, Soviet power, politics, education, science, production, development, professional*

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САНЖАР АСФЕНДИЯРОВ, ГРАЖДАНИН КАЗАХСТАНА, И ЕГО БОГАТОЕ ИСТОРИЧЕСКОЕ НАСЛЕДИЕ

Аннотация. *В сатье рассматривается роль Санжара Асфендиярова, как о выдающемся гражданине Казахстана, талантливом ученом-историке, педагоге, выдающемся государственном и общественном деятеле, основателе Алматинского медицинского института, активиста общественных работ.*

Ключевые слова: *историческое наследие, советская власть, политика, образование, наука, производство, развитие, профессиональные*

Sanjar Asfendiyarov is a scientist who made a significant contribution to the formation and development of Kazakhstani science. A special place belongs to Sanzhar Asfendiyarov as the first Marxist historian of the period of Soviet Kazakhstan. Since his involvement in political

activities coincided with the creation of the Soviet government, he held various political positions in the Soviet system [1].

In the historical works of S. Asfendiyarov, the symbols of Soviet ideology are clearly visible. Thus, subjective factors and party principles in scientific research prevented the objective writing of the history of Kazakhstan.

In the 1930s, Stalin set historical science the task of proving that the October Revolution was a legitimate, objective world phenomenon. The task of writing the history of Kazakhstan from a Marxist-Leninist point of view. He was assigned to Asfendiyarov.

S. Asfendiyarov was one of the organizers and first leaders who laid the foundations of the Kazakh base of the USSR Academy of Sciences in the 30s of the twentieth century. S. Asfendiyarov in May 1932, academicians A.N. Samoilovich, B.A. Keller, O.E. Brietzke and M.N. Tolepov, G. Baryshnikov, together with other professors, entered the leadership of the Kazakhstan base. S. Asfendiarov, who held the position of secretary of the department of social sciences, sought to attract the attention of scientists to the study of current problems of history, cultural monuments, and the rich literary heritage of the peoples inhabiting the region. Thanks to the hard work of scientists and figures such as S. Asfendiyarov, the Kazakhstan base will eventually become a real scientific and organizational center.

In the history of the 20th century, the Society for the Study of Kazakhstan, which was of great importance in the development of Kazakh science, was the main initiative to create the Academy of Sciences of the Kazakh SSR. Sanzhar Zhafaruly Asfendiarov, who had his place in the science of the culture and history of Soviet Kazakhstan, was one of those who actively participated in the work of this Society for the Study of Kazakhstan [2].

In 1933, S. Asfendiarov, on behalf of the president, became the head of the historical and archaeographic commission of the Kazakh branch of the USSR Academy of Sciences, and then was appointed deputy people's commissar of public education of the Kazakh SSR. and headed the university, library and science department of Kazakhstan.

In the 20s and 30s of the 20th century, progress was observed in the study of the history of Kazakhstan. However, the works of researchers were devoted only to new and, according to academician R. Suleimenov, complex and necessary problems of the modern era. And S. Asfendiyarov studied the Kazakh history of the ancient world as a whole.

In 1933, in the magazine "Bolshevik Kazakhstan", a scientist studying the history of Kazakhstan as a whole, in the article "Some basic problems of the history of the Kazakhs" wrote: "We are raising this issue for the first time, we are beginning to create the history of the Kazakhs for the first time" [3].

S. Asfendiarov, who paid attention to studying the history of revolutionary and national liberation movements in the East, expressed his opinion on this issue in his work "The History of National Revolutionary Movements in the East," published in Almaty in 1932.

In 1935, Professor S. Asfendiarov, together with P. Kunte, for the first time in Soviet data science, published the first volume of a collection of documents "The Past of Kazakhstan in Materials and Data," and a year later - the second volume. The collection contains excerpts from the works of ancient and medieval authors, travelers, and historians. The publication of this unique collection of materials, which included many Eastern and Russian narratives that

first entered scientific circulation, became a significant event in the scientific life of the republic [4].

After this collection, S. Asfendiarov's school textbook "Essays on the History of Kazakhstan" was published in 1935. In the textbook, the author describes the history of Kazakhstan in the context of the Marxist-Leninist concept and class struggle. For example, on the issue of chronology in this work, the author divides the history of Kazakhstan into 3 periods: 1) the Khan period, 2) the Bodan period, 3) the Soviet period. This work does not take into account the ancient period of Kazakh history, and the chronological framework is limited. In addition, considering the Soviet period as the true beginning of Kazakh history also indicates that it was written under the influence of the political system [5].

Professor S. Asfendiarov's research focuses on the consequences of the political, economic and social conditions of the Kazakhs who were brutally exploited and oppressed by the colonial imperial Russian government in the second half of the 19th and early 19th centuries. 20th century. Yes, this was the colonial period of Kazakh history.

Along with scientific research, Sanjar Asfendiyarov did a number of works to popularize teaching activities. For example, in 1934, at a meeting of the board of the People's Commissariat of the Kazakh SSR, Professor S. Asfendiarov discussed and approved the program for teaching the history of Kazakhstan for grades 6-7 in general Kazakh secondary schools. 24 hours were allotted for studying the program materials; training was planned to be carried out using S. Asfendiarov's textbook. In 1935, a 105-page textbook was published by the Kazakh State Publishing House with a circulation of 27 thousand copies, and the following year, 1936, ten thousand copies were ordered for it [3].

Sanjar Asfendiarov was arrested on August 22, 1937 as an "enemy of the people." The reason for this is that on September 29, 1937, a letter from students of the Kazakh Institute of Marxism-Leninism entitled "A Japanese spy in the role of a historian" was published in the newspaper "Kazakhstanskaya Pravda". There he accused a professor who studied the history of Kazakhstan and wrote scientific works as a "Japanese spy." After 6 days in 1938, he was sentenced to death by firing squad on 11 counts.

In conclusion, we can say that the process of formation of Kazakh science dates back to the twentieth century. It is undeniable that Sanjar Asfendiyarov was a scientist who introduced the history of Kazakhstan into the scientific system in this century. The scientist, who devoted a significant part of his life to studying the history of Kazakhstan, paved the way for subsequent professional researchers.

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SECTION: EARTH SCIENCE

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GEOGRAPHICAL ASPECTS OF SUSTAINABLE DEVELOPMENT

Annotation. *The origins of the strategy of «sustainable development» are connected with the genesis of ideas in the most different branches of science: philosophy, sociology, as well as in natural science disciplines, including geography.*

Key words: *sustainable development, concept of sustainable development, principles of sustainable development, geography, geographers.*

Back in the 80s of the XX century many countries of the world, including Ukraine, adopted the principle of sustainable development, which provides for the responsibility of the state and society in ensuring the possibility of meeting the needs of both present and future generations. At that time, a new concept of «sustainable development» was applied, which implied the development of a society where human living conditions are improved and the impact on the environment remains within the economic capacity of the biosphere; thus, the natural basis for the functioning of mankind is not destroyed.

The concept of sustainable development was adopted at the World Conference on Environment and Development in Rio de Janeiro under the auspices of the United Nations. This event demonstrates the final recognition by the international community of the importance of sustainable development and socially responsible behaviour by society, the state and the business community, and the consolidation of the concept of sustainable development (principles) in the UN Conference Declaration [1]. A new tool was introduced – the sustainable development strategy (the need to develop it taking into account economic, social and environmental perspectives), based on the document «Agenda 21» [2] adopted at the conference. At present, it is the most widespread «global model of the future of civilization».

The concept of sustainable development proposes four basic principles on the basis of which it is necessary to build a sustainable development policy.

1. Principle of equity. The most important principle of sustainable development. It focuses on ensuring a high quality of life for all people on the planet, including future generations. The moral obligation of modern humanity is to preserve sufficient conditions and resources for future generations to meet their own needs.

2. The principle of preserving the natural environment. It implies such an organisation of life processes that would not lead to irreversible changes in the biosphere and would not violate its ability to self-repair. This can be achieved by reducing the anthropogenic impact on nature, purposeful work to maintain the stability of the biosphere, striving for harmonious balanced development of all three aspects of the environment - environmental, economic and social security.

3. Principle of integrity of thinking. This principle draws attention to the fact that sustainable improvement of the quality of life of present and future generations, the solution of global problems of our time is possible only if mankind understands the complexity of the structure of the economic and socio-ecological system, the interconnectedness of its elements. In other words, according to this principle, only such a development of society will be sustainable, in which environmental, economic and social problems will be solved in a complex.

4. The principle «think globally - act locally». It can also be considered in the temporal dimension. In this case it will sound as follows: «think about the future - act now». This principle implies that in the process of solving immediate, urgent problems it is important to keep in mind and act in accordance with the long-term perspective, as well as to analyse past experience for a holistic view of the causes of problems and possible solutions [3, 4].

Geography, as well as a number of other sciences, is actively involved in the science of sustainable development strategy. Along with other specialists, geographers also implement a number of international scientific programmes, such as the International Climate and Disaster Programmes, the International Geosphere-Biosphere Programme (IGBP) [5] and so on. All of them are carried out by scientists from Japan, USA, France, and other countries.

The programme "Humanity and Global Change" is being implemented to study the relationship between the human and the environment. Geographers, unlike natural scientists, are approaching the problem from a comprehensive perspective – from the point of view of both physical and socio-economic geography.

They look at the changes taking place from the point of view of human impact on nature: desertification; afforestation; human health; population explosion; urbanisation; the global community; world economy.

Economic and political geography play the most effective role in the implementation of sustainable development, as they are close to human society. Geographers, using their knowledge and data, can create a concept for the development of the region, taking into account the natural and territorial conditions and the needs of the population. After all, geography combines three components of sustainable development - ecological, social and economic. It is impossible to realise sustainable development and solve global problems without justifying the foundations of the culture of nature management. Modern geography and its achievements provide an opportunity to develop a view of the modern picture of the

world and the need for sustainable development of society. Global problems are, first of all, social problems. In the world scale and scientific and technological revolution, when managing development strategies, human beings are not threatened with death from overpopulation, lack of resources and environmental pollution.

Thus, a transition from the modern society, called industrial-consumer society, to a noospheric civilisation is necessary. An important condition for the transition from the currently polluted biotechnosphere to a clean and reasonable noosphere is the preservation and further development of the biosphere and its sustainability. In general, sustainable development means harmonious development of society with its natural environment, the biosphere [6].

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SECTION: MEDICAL SCIENCE

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СОВРЕМЕННЫЕ ПРОБЛЕМЫ ОРГАНИЗАЦИИ ОКАЗАНИЯ ПОМОЩИ ПАЦИЕНТАМ С ЭНДОКРИННОЙ ПАТОЛОГИЕЙ

***Аннотация.** Статья "Современные проблемы организации оказания помощи пациентам с эндокринной патологией" исследует актуальную медико-социальную проблему, связанную с увеличивающейся распространенностью эндокринологических заболеваний среди населения Республики Казахстан. В контексте неуклонно растущего числа случаев эндокринной патологии, статья анализирует трудности, с которыми сталкивается оказание медицинской помощи этой категории больных.*

***Ключевые слова:** эндокринологическая патология, организация медицинской помощи, диагностика, профилактика, медико-социальные проблемы, доступность здравоохранения, Республика Казахстан.*

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MODERN PROBLEMS OF THE ORGANIZATION OF CARE FOR PATIENTS WITH ENDOCRINE PATHOLOGY

***Abstract.** The article "Modern problems of the organization of care for patients with endocrine pathology" explores an urgent medical and social problem associated with the increasing prevalence of endocrinological diseases among the population of the Republic of Kazakhstan. In the context of the steadily increasing number of cases of endocrine pathology, the article analyzes the difficulties faced by the provision of medical care to this category of patients.*

Key words: *endocrinological pathology, organization of medical care, diagnosis, prevention, medical and social problems, accessibility of healthcare, the Republic of Kazakhstan.*

I. Введение

Современное здравоохранение сталкивается с рядом сложных вызовов, требующих постоянного анализа и совершенствования организации медицинской помощи. Среди таких вызовов особое внимание привлекает увеличивающаяся распространенность эндокринологических заболеваний среди населения Республики Казахстан. Этот тренд имеет значительные медико-социальные и экономические последствия, создавая потребность в более эффективных подходах к организации оказания медицинской помощи пациентам с эндокринной патологией.

Эндокринные заболевания, такие как сахарный диабет, нарушения щитовидной железы и другие, становятся все более распространенными среди населения. Это вызвано различными факторами, включая изменения в образе жизни, питании, окружающей среде и генетической предрасположенности. В результате наблюдается постепенное увеличение числа случаев эндокринной патологии, что оказывает негативное воздействие на общественное здоровье. Анализируя данную ситуацию, становится очевидным, что организация оказания медицинской помощи пациентам с эндокринной патологией стоит перед значительными трудностями. Одной из ключевых проблем является ограниченная доступность диагностических методов и средств мониторинга.

Современные методы диагностики и контроля за состоянием больных требуют значительных ресурсов, что ограничивает их доступность для большей части населения. Кроме того, недостаточно развита система раннего выявления эндокринных заболеваний, что приводит к тому, что многие случаи обнаруживаются на поздних стадиях, когда болезнь уже приобрела хронический характер. Это влечет за собой более сложное и дорогостоящее лечение.

Следовательно, целью данной статьи является исследование современных проблем организации оказания помощи пациентам с эндокринной патологией в контексте увеличивающейся распространенности этих заболеваний. В ходе исследования будут выявлены основные трудности, с которыми сталкиваются медицинские учреждения и специалисты, а также будут предложены возможные пути решения данных проблем. Таким образом, данная работа имеет целью внести вклад в совершенствование организации здравоохранения в Республике Казахстан, обеспечивая более эффективное и качественное оказание медицинской помощи пациентам с эндокринной патологией.

В свете вышеизложенных фактов логично заключить, что имеющиеся подходы в организации медицинской помощи пациентам с эндокринной патологией не обеспечивают полный спектр потребностей населения Казахстана в эффективной и качественной эндокринологической помощи. Эта неудовлетворенность может привести к серьезным последствиям для общественного здоровья, а также оказывать негативное влияние на экономику и социальное благополучие страны. С учетом вышеуказанных обстоятельств, возникает насущная необходимость в реформировании организации

эндокринологической службы. Процесс обеспечения пациентов с эндокринной патологией должен быть рассмотрен с новой позиции, интегрируя инновационные подходы и передовые методологии.

Итак, *целью данного исследования* является детальное исследование современных проблем, связанных с организацией оказания помощи пациентам с эндокринной патологией, с акцентом на отделении эндокринологии ГКП на ПХВ «Многопрофильная городская больница №1» акимата г. Астана.

Для достижения данной цели были поставлены *следующие задачи:*

1. Провести обзор и анализ теоретических источников, связанных с организацией оказания помощи пациентам с эндокринной патологией, с акцентом на современные методы диагностики, лечения и профилактики.

2. Выявить современные проблемы, с которыми сталкиваются организации здравоохранения при оказании помощи пациентам с эндокринной патологией.

3. Исследовать особенности организации оказания помощи пациентам с эндокринной патологией в отделении эндокринологии ГКП на ПХВ «Многопрофильная городская больница №1» при акимате города Астана.

4. Сформировать обоснованные выводы и предложения на основе полученных результатов исследования, направленные на совершенствование организации медицинской помощи пациентам с эндокринной патологией.

Таким образом, исследование современных проблем организации оказания помощи пациентам с эндокринной патологией является важным шагом в направлении улучшения качества здравоохранения и обеспечения населения Республики Казахстан качественной и эффективной медицинской помощью.

II. Теоретический обзор

Современное здравоохранение является одной из наиболее приоритетных областей государственной политики в Республике Казахстан. Улучшение доступности и качества медицинской помощи, эффективное управление системой здравоохранения, а также рациональное использование ресурсов становятся определяющими факторами на пути к достижению высокого стандарта здравоохранения для всех граждан. В этом контексте национальный проект "Качественное и доступное здравоохранение для каждого гражданина "Здоровая нация" претворяет в жизнь масштабные и стратегические мероприятия, направленные на совершенствование системы здравоохранения. Таким образом, проект "Здоровая нация" включает в себя множество ключевых направлений, с целью обеспечить каждого гражданина Республики Казахстан качественной и доступной медицинской помощью. Одним из основных аспектов этого проекта является диагностирование и лечение широкого спектра заболеваний, что напрямую связано с улучшением общего здоровья населения и предотвращением развития хронических патологий [1].

Важным шагом в рамках национального проекта является развитие профилактической медицины и первичной медико-санитарной помощи. Это включает в себя внедрение новых организационных форм оказания медицинской помощи, направленных на предупреждение заболеваний и раннее их выявление. С целью

повышения уровня медицинской подготовки и компетентности медицинских кадров, проект предусматривает кардинальное улучшение системы медицинского образования. Это обеспечит наличие высококвалифицированных специалистов, способных эффективно реагировать на потребности здравоохранения в современных условиях. Итак, проект "Здоровая нация" также ориентирован на расширение доступа населения к современным лабораторным и инструментальным исследованиям. Это способствует раннему выявлению заболеваний, а также более точной диагностике, что в конечном итоге повышает эффективность лечения. Более того, внедрение современных информационных и коммуникационных технологий является важным аспектом проекта. Это позволяет оптимизировать процессы управления здравоохранением, улучшить взаимодействие между медицинскими учреждениями и пациентами, а также обеспечить более эффективное использование медицинской информации. Таким образом, национальный проект "Качественное и доступное здравоохранение для каждого гражданина "Здоровая нация" воплощает стремление к созданию современной, эффективной и универсальной системы здравоохранения в Республике Казахстан. Путем реализации мероприятий проекта ожидается достижение здоровой нации, способной успешно справляться с вызовами современного времени и обеспечивать высокий уровень здоровья и благополучия для каждого гражданина [1].

Современная схема организации медицинской помощи пациентам с эндокринной патологией в Республике Казахстан базируется на законодательных актах, приказах и стандартах, утвержденных Министерством здравоохранения РК. Одним из ключевых документов, определяющих порядок оказания медицинской помощи пациентам с эндокринными заболеваниями, является Приказ №53 от 31 марта 2023 года, зарегистрированный Министерством Юстиции РК 31 марта 2023 года под номером 32209. Этот приказ утверждает стандарт организации оказания эндокринологической помощи в Республике Казахстан, определяя процедуры и требования к медицинской помощи пациентам с эндокринными заболеваниями [2].

Итак, с учетом текущих реформ в системе здравоохранения и внедрения обязательного социального медицинского страхования, усиливаются требования к уровню, объему и качеству медицинской помощи населению. Это затрагивает и эндокринологическую службу, которая должна соответствовать высоким стандартам и обеспечивать население Республики Казахстан качественной медицинской помощью в сфере эндокринологии.

Эндокринология – это одна из наиболее динамично развивающихся областей медицины, занимающаяся диагностикой и лечением заболеваний, связанных с нарушениями в эндокринной системе. Проблемы эндокринологии оказывают воздействие на практически все области медицины, тесно переплетаясь с такими сферами как кардиология, нефрология, онкология, офтальмология, гастроэнтерология, гинекология. Отделение эндокринологии Многопрофильной городской больницы №1 предоставляет как стационарную, так и амбулаторно-консультативную медицинскую помощь пациентам в соответствии с гарантированной программой, определенной действующим законодательством и нормативными документами [3].

Основополагающие принципы работы отделения эндокринологии включают использование современных методов диагностики и лечения эндокринных заболеваний, ориентированных на принципы доказательной медицины. Для этого широко применяются современные методы лабораторной и инструментальной диагностики, такие как высокочувствительные методы определения гормонов, компьютерная и магнитно-резонансная томография. В отделении эндокринологии Многопрофильной городской больницы №1 успешно применяются новейшие методы лечения. Это включает использование новых сахароснижающих препаратов, лекарств для лечения болевых форм диабетической полинейропатии, а также методов нефропротекции для пациентов с диабетической артериальной гипертензией. Отделение активно применяет современные методы диагностики, такие как ультразвуковое исследование щитовидной железы с возможностью пункционной биопсии. Это лишь небольшой обзор активных методов и подходов, используемых в отделении эндокринологии Многопрофильной городской больницы №1. Сотрудники отделения регулярно повышают свою квалификацию как в Казахстане, так и за рубежом, чтобы быть в курсе последних достижений в области эндокринологии и обеспечивать высший стандарт медицинской помощи пациентам [3].

На базе эндокринологического отделения развернуто 30 коек, включая 30 коек общего профиля и дополнительные 1 платную. Важной особенностью является круглосуточное дежурство врачей-эндокринологов, обеспечивающее непрерывность медицинской помощи. Отделение эндокринологии обладает 15 палатами, из которых 12 – общего профиля, 1 – палата повышенной комфортности и 2 – оснащенные прикроватным монитором, электрокардиографом и оборудованием для оказания неотложной помощи, включая возможность круглосуточного мониторинга уровня глюкозы и артериального давления. Эти условия способствуют более эффективному наблюдению за пациентами и оказанию качественной помощи в случае острых состояний.

Штат отделения эндокринологии насчитывает 10 врачей-эндокринологов, имеющих различные квалификационные категории: 1 врач с высшей категорией, 4 – с первой категорией, 2 – с второй категорией. Трое из врачей обладают сертификатами специалистов, а один врач имеет степень магистра медицинских наук. Кроме того, в составе отделения есть 10 медицинских сестер, из которых 6 имеют высшую категорию, 1 – вторую категорию, а 3 медсестры обладают сертификатами специалистов. В августе 2022 года была проведена реструктуризация отделений Многопрофильной городской больницы №1, в результате чего было создано отделение Терапии №2. Оно включает в себя отделение эндокринологии и токсикологии, что способствует оптимизации медицинских процессов и обеспечению более сбалансированной организации медицинской помощи.

III. Анализ данных и результаты исследования

В данной главе был проведен анализ данных и представлены результаты исследования, основанные на данных, предоставленных в отчете эндокринологического отделения за 12 месяцев 2021 года (Камитбекова Ж.У., ГКП на ПХВ «Многопрофильная

городская больница №1» г. Нур-Султан). Согласно Камитбековой Ж.У, удалось приблизить работу коек к планово-нормативному показателю за счет уменьшения среднего пребывания больного и правильного подбора пациентов для госпитализации.

Плановая госпитализация в эндокринологическое отделение осуществлялась по направлению врачей-эндокринологов или терапевтов СВА в соответствии с действующими стандартами гарантированной помощи. Экстренная госпитализация осуществлялась по направлению Скорой помощи, врачей любой специальности или при самостоятельном обращении больных. Показаниями для экстренной госпитализации были признаки острой декомпенсации эндокринных заболеваний и угроза жизни пациентов [4].

При анализе данных отчетного периода отмечается увеличение экстренных госпитализаций и стабильность случаев поступления по плановым показаниям. Это связано с увеличением случаев диабета 1 и 2 типа, впервые выявленного сахарного диабета.

Привлечение пациентов из различных областей, включая Северо-Казахстанскую, Карагандинскую, Мангистаускую области и другие, подчеркивает значимость отделения в оказании специализированной помощи. Выполнение плановых задач в рамках ГОБМП и ОСМС было осуществлено на уровне 60 млн 782361 тг и 103 млн 096267 тг соответственно. Летальность в эндокринологическом отделении составила 1,5%, что составило 16 случаев. Летальность за 3 месяца 2021 года в эндокринологическом отделении была 12,2%, умерло 30 больных [4].

Данные результаты анализа предоставляют ценную информацию о деятельности эндокринологического отделения за 12 месяцев 2021 года и позволяют делать соответствующие выводы и рекомендации для дальнейшего совершенствования оказания медицинской помощи пациентам с эндокринной патологией.

В данной главе также был проведен анализ данных и представлены результаты исследования на основе данных, предоставленных Камитбековой Ж. У. в отчете о работе отделения терапии №2 за 2022 год.

Итак отделение терапии №2 было организовано в августе 2022 года и является структурным подразделением ГКП на ПХВ «Многопрофильная городская больница №1» Акимата г. Астана. В его состав входит отделение эндокринологии с 32 койками и отделение токсикологии с 12 коек. Отделения осуществляют круглосуточное дежурство врачей-эндокринологов и токсикологов [5].

Отделение эндокринологии включает 15 палат: 12 палат общего профиля, 1 палату повышенной комфортности и 2 палаты, оснащенные прикроватным монитором, электрокардиографом и оборудованием для оказания неотложной помощи. В отделении токсикологии имеется 4 палаты. Анализ показал приближение работы коек к планово-нормативному показателю. Этого удалось достичь за счет уменьшения среднего пребывания пациентов и правильного подбора больных для госпитализации. Плановая госпитализация на эндокринологические койки осуществлялась по направлению врачей-эндокринологов или терапевтов СВА в соответствии с действующими стандартами гарантированной помощи. Экстренная госпитализация осуществлялась по направлению Скорой помощи, врачей любой специальности или при самостоятельном обращении

больных. Показаниями для экстренной госпитализации были признаки острой декомпенсации эндокринных заболеваний и угроза жизни пациентов. Анализ дефектов за 11 месяцев 2022 года показал случаи дефектов по ОСМС и ГОБМП. Дефекты были зафиксированы как в отделении эндокринологии, так и в отделении токсикологии. Всего по ОСМС было зафиксировано 2 случая, а по ГОБМП – 4 случая. Летальность в отделении терапии №2 составила 1,12% за 12 месяцев 2022 года, умерло 22 больных. Все случаи были разобраны на врачебных конференциях, и организационные выводы были сделаны. Вскрытия были проведены в патологоанатомическом отделе, а также судебно-медицинском экспертном центре [5].

Анализ этих данных позволяет сделать выводы о ходе работы отделения терапии №2 за 2022 год и принять соответствующие меры для улучшения оказания медицинской помощи. В современном мире эндокринологические заболевания становятся все более распространенными, представляя серьезную медико-социальную проблему. В данной статье мы исследовали актуальные аспекты организации оказания медицинской помощи пациентам с эндокринной патологией в условиях Республики Казахстан. Анализируя существующие меры профилактики, систему первичной медико-социальной помощи и динамику развития медицинской помощи, становится ясно, что существующая организация не всегда способна полноценно удовлетворить потребности населения в эндокринологической помощи. Проблемы организации оказания помощи больным с эндокринной патологией проявляются в недостаточной доступности специализированных медицинских услуг, длительных очередях на прием, ограниченной квалификации медицинских специалистов и других аспектах.

Наше исследование подчеркивает необходимость существенных изменений в организации эндокринологической службы. Оптимизация системы оказания помощи, повышение квалификации медицинских работников, расширение доступа к современным методам диагностики и лечения – все это становится критически важным для улучшения качества жизни пациентов с эндокринной патологией. В заключение, стоит подчеркнуть, что дальнейшие исследования и усилия по оптимизации организации медицинской помощи в области эндокринологии могут привести к существенным улучшениям в предоставлении качественной и своевременной помощи пациентам, страдающим от эндокринных заболеваний.

На основе нашего анализа данных и проведенного исследования мы обнаружили, что существующая система оказания медицинской помощи пациентам с эндокринной патологией в значительной степени не соответствует их потребностям. Мы обнаружили ряд проблем, таких как ограниченная доступность специализированных медицинских услуг, длительные очереди на прием к врачам, недостаточную квалификацию медицинских специалистов и другие недоразумения в организации медицинской помощи. Эти факторы ведут к недостаточному вниманию к диагностике, мониторингу и профилактике эндокринных заболеваний. Исходя из результатов исследования, мы пришли к выводу, что существует неотложная необходимость в существенных изменениях в организации эндокринологической службы и улучшении качества медицинской помощи пациентам с эндокринной патологией. Эти изменения должны включать в себя более широкий доступ к современным методам диагностики и лечения,

повышение квалификации медицинских работников и оптимизацию системы оказания помощи. Таким образом, гипотеза нашего исследования о том, что существующая система оказания медицинской помощи пациентам с эндокринной патологией не соответствует их потребностям, была подтверждена результатами нашего исследования.

На основе предоставленных данных и анализа проведенного исследования мы приходим к нескольким важным выводам, касающимся организации медицинской помощи больным с эндокринной патологией в ГКП на ПХВ «Многопрофильной городской больнице №1» г. Астана:

– *Недостаток доступности и сокращение сроков госпитализации*: В ходе анализа было выявлено, что работа отделения эндокринологии и отделения токсикологии значительно приблизилась к плановым нормативам. Это было достигнуто за счет уменьшения среднего времени пребывания больных и более точного отбора пациентов для госпитализации.

– *Плановая и экстренная госпитализация*: Плановая госпитализация в эндокринологическое отделение осуществляется по направлению врачей-эндокринологов или терапевтов, что соответствует действующим стандартам гарантированной помощи. Экстренная госпитализация также реализуется при признаках острой декомпенсации эндокринных заболеваний и метаболических нарушениях.

– *Финансовая эффективность:* Проведенный анализ дефектов в системе оплаты медицинских услуг (ОСМС и ГОБМП) показал, что расходы на медицинское обслуживание больных с эндокринной патологией остаются в пределах бюджетных норм. Это говорит о финансовой устойчивости и эффективности оказания медицинской помощи.

– *Летальность и медицинская статистика:* Летальность в отделении терапии №2 остается на низком уровне и составляет 1,12% за 12 месяцев 2022 года. Эти случаи подверглись врачебному анализу, проведены вскрытия и медицинские конференции для улучшения организации медицинской помощи.

Исходя из проведенного исследования, можно сделать следующие ключевые **выводы:**

– Система оказания медицинской помощи больным с эндокринной патологией в ГКП на ПХВ «Многопрофильной городской больнице №1» г. Астана значительно совершенствовалась и приблизилась к оптимальным показателям.

– Следует продолжать работу по улучшению доступности качественной медицинской помощи пациентам с эндокринной патологией, особенно в региональных областях и на удаленных территориях.

– Система финансирования и оплаты медицинских услуг показала свою эффективность и устойчивость.

– Случаи летальности остаются на контролируемом уровне, что свидетельствует о высоком профессионализме медицинского персонала и необходимости постоянного мониторинга.

В целом, проведенное исследование подчеркивает необходимость дальнейшего совершенствования системы медицинской помощи больным с эндокринной патологией, с акцентом на расширении доступности и повышении качества оказания помощи.

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SECTION: PEDAGOGY

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TO THE QUESTION OF A BETTER UNDERSTANDING OF THE TEXT IN ENGLISH

Abstract. This article is about understanding the text in the process of reading a text in a foreign language. It shows that since the text is written in a living language that develops in the unity of the written and oral forms, the reading strategy should be based on establishing the connection between the content of the text and its sound. To reveal the mechanism of the action of linguistic laws, it is necessary to revive it through the expression in the sound of both the semantic content and the emotional charge of the given text.

Key words: reading a text, foreign language, reading strategy, speech analysis, the connection, full expression in.

Here we want to talk about reading English scientific or popular science texts, which are used as educational material. Such texts form the basis of teaching foreign languages in higher education institutions of non-philological profile, where specialists are trained in various fields of science and technology.

The application of the principles of speech analysis in studying the process of reading a text in a foreign language showed that since the text is written in a living language that develops in the unity of the written and oral forms, the reading strategy should be based on establishing the connection between the text content and its sound, which is reflected in the internal speech reading and receiving full expression in his external spoken language.

To reveal the mechanism of the action of linguistic laws, it is necessary to revive it through the expression in the sound of both the semantic content and the emotional charge of the given text.

The study of patterns of construction of the text shows that punctuation marks are an important means for organizing a test, for expressing the interconnection of individual parts of a sentence, for giving the text a certain expressiveness, hence the two main functions of punctuation marks - semantic and expressive. It is important to emphasize that punctuation serves as a kind of bridge between speaking and writing, since it has a dual character: phonetic, because it expresses some sound phenomena, and ideographic, because it is directly related to meaning.

In the scientific text, in which the function of the message prevails, the placement of punctuation marks is more strict than in the artistic text, where the main role is played by the influence function. This greatly simplifies the reader's task. It is known that each punctuation mark performs a specific function and has a special expression. For example, the colon is used

to highlight a phrase or sentence that develops the thought expressed in the first part of the sentence. The first stressed syllable after the colon is pronounced at a high level, for example: **Such motors are not a new idea: Benjamin Franklin built the first one. (T. Williams).**

Comma, expressing submission, in oral speech is formed by a short pause and a low ascending tone, and expressing the composition - a short pause and an average descending tone. The point corresponds to a pause twice as long as in the case of a comma, and a low descending tone, for example**: So the scientist has a double responsibility. He must apply his science to the study of human nature to prevent its failures, but he can not wait for the discoveries, which might make us act more wisely...**

Thus, reading punctuation marks helps not only to dismember the flow of speech into functionally significant segments, which contributes to the adequate transmission of information by translating the written test through mental speech into its oral form, but also to hear the voice of the author and feel his attitude to the subject under discussion. However, it would be a mistake to believe that a specific complex of prosodic parameters is once and for all assigned to certain structural parts of the text. The sound organization of the speech flow largely depends on the genre specificity of the text and the individual author's style.

Different authors solve the task performed by the introduction in different ways. Thus, in the following example, the text begins with a quote, which, by its brightness and, it would seem, inappropriateness in serious scientific work, immediately attracts the attention of the reader: **"And what is the use of a book," thought Alice, "without pictures or conversations?" Both the critic and the common reader have often agreed with Alice in finding the dialogue portions of a work of fiction especially interesting and memorable. The novel-reader is likely to recall with particular vividness the polished exchanges between the characters of Jane Austen or Ivy Compton-Burnett, the dialect writing of Scott and Hardy, the expressive understatements of Hemingway and the brilliant verbosity of Dickens; and,, insofar as novels are a source of "familiar quotations", it is the speech of their characters – Oliver Twist asking for more, or Catherine declaring her passion for Heath cliff – that is most often remembered. But whilst there has been much incidental comment on individual books and authors, the verbal texture of dialogue has been little examined, and the fundamental questions of the nature of fictional speech, its role as one of the elements in a novel, and its relationship to other elements and to the speech of real life, have received scant attention.**

The introduction, containing a quote, is quite often used in humanitarian texts. As for the natural science texts, they are characterized not by such a spectacular start, imitating a lecture style, for example**: If you mark a series of points on a rubber band and then stretch it, the order in which the points appear does not change. This is an intuitively acceptable conclusion of topology: the study of properties that persist when geometric figures are bent, stretched, twisted or otherwise continuously deformed...**

In this example, the author addresses the reader, thus bringing him to the main topic of discussion. An important role here is played by the rhythmic organization of the entire introduction.

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THE ROLE OF READING FICTION IN THE STUDY OF A FOREIGN LANGUAGE

Abstract. *Here we consider the development of skills of penetration into the content-subject plan of the artistic text, i.e. coverage of the general content and understanding of the main idea: to recognize the functions and roles of the narrator, the attitude of the author to the events described, facts, opinions, determine his attitude to the read. Works of art are the most important means of introducing students to the culture of the country of the language being studied and the whole world. The language of a work of art contributes to the development of speech culture and the enrichment of language knowledge. Reading enriches students with knowledge and ideas, impressions and emotions, attitudes and value orientations, introduces them to the treasury of literature of the countries of the language being studied and the universals of culture.*

Key words: universal moral, speech culture, aesthetic values, educational goals, educational goals, enriching the language skills

Possessing a universal influence on the reader, works of art are the most important means of introducing students to the culture of the country of the language being studied and the whole world, including them in the sphere of universal moral and aesthetic values. The language of works of art in unity with the artistic image contributes to the development of speech culture, enriching the language skills of students.

In accordance with the concept of the school subject "foreign language", acquaintance with literature in this language pursues a set of practical general educational, developmental and educational goals. They are implemented both in the lesson and in extracurricular work in line with the holistic communicative-cognitive process aimed at mastering students with the skills and abilities of a motivated and targeted foreign language communication. Such communication enriches students with knowledge and ideas, impressions and emotions, attitudes and value orientations, and introduces them to the treasury of literature of the countries of the target language and the universals of culture.

In the active aspect, this implies the mastery of skills and abilities by the pupils both of penetration into the content and meaning of the artistic text, and "text-interpreting" activity. The development of the ability to read literary texts is aimed at understanding texts of a different nature. In addition, if necessary, you can use a bilingual dictionary.

The educational process is enhanced by the establishment of links between readable literary material and other types of art - theater, cinema, music, painting, etc. At the same time, the development of skills for penetrating the content-subject plan of an artistic text, i.e. coverage of the general content and understanding of the main idea: to recognize the functions and roles of the narrator, the attitude of the author to the events described, facts, opinions, determine his attitude to the read.

Practical goals of learning to read literary texts also imply the development of the ability to use reference books, such as a foreign-language encyclopedia of a scientific nature, to make appropriate text extracts, approaching the summary, to prepare short messages on this basis. In addition, it provides for the development of skills and abilities to recognize and isolate new combinations of already familiar words, emotionally colored word combinations, for example, metaphors, metonymy, hyperbole, ironic combinations, word combinations of linguistic and cultural nature.

For independent work at home, it is advisable to use material that briefly introduces students to information about the author, the literary era, the flow, direction, genre of the work, its national and cultural background. This can serve as an introduction to the subsequent reading and discussion of a literary work in the classroom and outside the classroom, serves as an incentive for the exchange of information, the development of cognitive activity of students. The independent work at home includes reading excerpts from literary works with a series of pre-text and after-text assignments-recommendations similar to those that may be obligatory for all students in a jointly distributed activity. This involves various organizational forms of work: individual, steam, collective, group. The choice of these forms can be carried out at the initiative of the teacher and the students themselves.

The materials of a regional geographic nature in principle reflect the specifics of a foreign language as a means of foreign language communication. When reading such materials in a foreign language, students have increased opportunities to become familiar with the realities of the country of the language being studied, with which they practically have no opportunity to learn when studying other subjects. In determining the ways to implement inter-subject relations of a foreign language with other academic subjects, it is advisable to apply an integrative approach to the selection and organization of materials for reading from different subject areas. An integrative approach to the content of reading in a foreign language based on interdisciplinary communication can be widely used.

For learning French, it is important to reflect the themes of other subjects: the world around us, nature; the geographical position of France, the life and problems of the French youth and others. These materials, which come into contact with a foreign language at each level of study, can form the lower level of interdisciplinary connections.

Expansion of the subject-informative reading plan is possible at the expense of interdisciplinary connections that constitute their upper level, which can integrate a wide range of regional study material up to the coverage of modern development trends of the country of the studied language. Therefore, we see the reserves of strengthening interdisciplinary connections at all levels of education in enriching the subject-informative plan of reading in a foreign language with information of a universal and cross-cultural nature by transferring to the foreign language some of the materials of other subjects for an earlier acquaintance with them, which leads to their advancing foreign language. Such anticipation, being carried out systematically, has as its goal the broadening of students' horizons, to raise interest in the subject, and to help create a strong motivation for reading in a foreign language.

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THE USE INTERACTIVE METHODS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

Abstract. The purpose of the article is to analyze the role of current control in the system of vocational education in higher educational institutions. Consideration of this issue is relevant, since learning is a continuous process that is regularly monitored by the teacher, as well as by the student. The effectiveness of the development of competencies within the discipline directly depends on the quality control of student learning. The methods used in the study of this topic - analysis and synthesis.

Keywords: technologies, interactive methods, case-study, role-playing game

Technologies of teaching foreign language are in constant development. Information civilization dictates new standards, knowledge becomes obsolete quickly enough. For the formation of a successful linguistic personality requires new approaches to learning.

As noted in some articles: "The Theoretical Foundations of New Technologies for Teaching Foreign Languages", the main goal of modern linguodidactics is the formation of a linguistic personality of a new type. This is such a person who is able and ready to carry out intercultural communication in various forms of speech and sociocultural activities in conditions of active social interaction with representatives of other cultures.

To form such a personality, the teacher must organize the training in such a way that the students are focused on the independent search for knowledge, the continuous desire to find and comprehend the new. As you know, modern education is not just learning, but becoming a personality. Persons with formed competencies, and not just trained. A person capable of thinking critically, to give his assessment of the events taking place in the world. What we give to our students should be necessary and useful for them. They are not interested in doing what they think will never be useful in life. They want to act here and now, and not to work for the long term. In addition, the ability of students to interact not only with the teacher, but also with each other during training sessions is extremely important. Thanks to teamwork, the learning process becomes not just a dialogue between a teacher and a student, but a complex, systematic work that is so necessary for a person who enters life in the modern world and needs competitive people who can solve versatile tasks. It is in this connection that the use of interactive methods is not only useful, but necessary.

In some articles "Interactive Learning Technologists", philologists emphasize that interactive learning is, first of all, interactive learning, the input of which involves not only the teacher and the student, but also the students interact with each other. There are a number of features that interactive learning technologies possess that make it possible to use them effectively enough in the learning process: organizing the process of acquiring new experience and sharing the existing ones; the possibility of maximizing the personal experience of each student; use of social modeling (playing life situations).

At any level of learning a foreign language, both the mastering of the language and language norms of the language being studied and the development of their ability to use the knowledge gained, the skills and abilities to transmit relevant information, and express their thoughts in various speech situations are equally important.

The interactive nature of learning allows students to interact with each other, involving in this process and the teacher, who acts as the organizer of the learning process. This strategy is called the "Student-centered approach", the use of which makes it possible to achieve mastering educational material by 50-90%, depending on the interactive methods used.

So, when teaching grammar, you can use colored pencils that help highlight the main point and draw attention to it (for example, when differentiating verb forms, when indicating the place of the auxiliary verb, etc.).

When learning lexical skills, the Dice Image tool (image-word), the Clone function, which help to organize a speech situation and play it in the learning process, provide ample opportunities.

When learning to listen to an interactive whiteboard, it can be useful to use Flash-animation with voiced text and many other tools.

Using interactive methods in the process of teaching a foreign language, one can quickly notice their effectiveness. For example, it is extremely effective to use an associogram method for memorizing sufficiently large amounts of information. Interacting with each other, students depict on paper all their associations (supporting words, illustrations) associated with a particular topic. Then, using these maps, it becomes quite easy for students to build meaningful statements on a specific topic.

When using business games in the process of learning a foreign language, the quality of mastering oral communication skills significantly increases. Through the use of a business game, it is possible to lose typical speech situations without leaving the classroom. For example, by distributing roles to students, you can play the dialogues that take place in a hotel, airport, bank, shop, etc. Pupils are attracted to the work of this type because they understand that the use of these dialogs is really applicable in life.

The use of another method - "two private diaries" - implies, in the process of reading the text, writing in a notebook in the section "passage" words (phrases, sentences) that cause students various associations and emotions, and in another section - "reactions" - to record their thoughts and feelings in connection with the read part of the text. Then there is a discussion of the results of the work. The system of classes in the framework of each teaching method includes the three above mentioned stages of assimilation and consolidation of material: challenge, reflection, and reflection.

Under the conditions of the requirements of the new GEF, the teaching of a foreign language at school should move to a fundamentally new level. New developments are needed to form a linguistic personality of a new type. To achieve these goals, the learning process must be organized in such a way that the child becomes the subject of the educational process, a person who is ready to learn for life. That is why a modern English lesson should be built in a completely new way. In this regard, the use of interactive methods in the teaching process has an undeniable advantage, both for students and teachers.

The main goal of the interactive methodology is to develop the skills of independent search for answers and learning through interaction. In this case, there should be an interaction of students with each other. By interacting, students increase their vocabulary while reading, listening to authentic linguistic material, and performing common tasks. During interactive interaction, students use their language skills in situations that are close to real life.

It should be noted that interactive exercises and tasks are aimed not only and not so much at consolidating the material already studied, as at learning a new one, and this is the main difference between the interactive methodology of teaching a foreign language from the traditional one.

Many teachers began to abandon traditional teaching methods in favor of interactive ones, since there are many positive aspects in interactive methods.

We agree with the opinion of scientists who assert that interactive learning allows the creative basis of the personality to manifest itself, since it activates its internal mechanisms.

The essential feature of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants.

According to experts, interactive methods that are used in the educational process must meet the following requirements:

· Active, creative, initiative participation of students in the process of obtaining knowledge;

· The formation, accumulation and development of skills in the process of group and individual lessons;

· Maximum proximity of learning outcomes to the field of practical activities;

· Cooperation of students and teachers in the planning and implementation of all stages of the learning process.

There are a variety of teaching methods that are classified as interactive - these are business and role-playing games, case-study, discussions, heuristic methods, and others.

Unfortunately, the framework of one article does not allow to consider all the interactive methods used at the present stage in teaching a foreign language, so we turn only to some types of interactive exercises that, in our opinion, are quite effective when working with students.

In addition, the practical experience of the use of an interactive model of teaching a foreign language indicates its effectiveness in the development of intellectual abilities and analytical thinking of students in the process of interpersonal communication both in class and in real life. The use of interactive methods of teaching a foreign language allows the student to become an active participant in the pedagogical process, to form and develop the cognitive activity of a student, to promote the formation of an active and creative personality that can change in a changing world.

Any lesson (of a foreign language in particular) in online learning is a certain social environment in which the teacher and students enter into certain social relations with each other, where the learning process is the interaction of all those present. At the same time, success in learning is the result of the collective use of all learning opportunities. The use of role-playing games has ample opportunities for the implementation of interactive learning. Role-playing game is a methodical method of learning active ways of learning a foreign

language. Role-playing game creates the conditions for real communication, thereby increasing interest in the subject. It finds more and more widespread use in the practice of learning a foreign language at school. As you know, learning role-playing games contribute to the implementation of the most important methodological tasks: the creation of the psychological readiness of children for speech communication; ensuring the natural need for multiple repetitions of language material.

Role-playing game motivates speech activity, since the trainees find themselves in a situation where the need to say, ask, find out, prove, share something with the interlocutor is actualized. Students clearly see that language can be used as a means of communication. The game activates the desire of children to contact with each other and the teacher, creates conditions for equality in the speech partnership, destroys the traditional barrier between the teacher and the student. Here everyone gets a certain role and should be an active partner in speech communication.

In games, students master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, agree with his opinion at the right moment or refute it, the ability to listen to the interlocutor, ask clarifying questions, etc.

Proved the effectiveness of the use of games in the learning process, because they help the natural learning of the language. At the initial stage, learn, play and play develop and learn. And it is important to teach students to regulate their gaming activities. Self-regulation takes place during the dramatization of fairy tales, with dialogic speech, with the compilation of a story along a chain, according to a reference scheme, from pictures. It is necessary to teach children to predict their results. With a positive result, children get positive emotions, and self-esteem rises, develops personality traits that cannot develop verbally: the ability to work in a team; take responsibility for your choice; share responsibility; analyze the results of their activities; feel like a member of the team.

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VARIABLE METHODS OF TEACHING A FOREIGN LANGUAGE

Abstract. *The article examines the teacher's professionalism, his methods of teaching a foreign language and expressed not only in the ability to properly distribute time and tasks among students, but also its primary task is to teach students to use the learned language constructs intelligently.*

Keywords: *methods of teaching a foreign language, communication, methods, grammar-translation method*

At the end of a language course at a school, institute or postgraduate course, most students can only read and translate foreign texts with a dictionary, sometimes write in a foreign language, and very rarely speak it. This is not surprising, because the traditional method of teaching languages to us is aimed at developing the skills of reading and translation, but not at all at developing the skills of oral speech. And can teachers, who often themselves speak a broken foreign language, really teach you how to talk?

Communicative method

Universities use the universally recognized "communicative method" in the world. For English, another method name is often used - "Oxford" or "Cambridge". That's right, the basics of this method, now used to teach any language, not just English, were developed by the joint efforts of linguists and psychologists from leading British universities. Such popular courses as Headway and New Cambridge English Course (English), Teumen neu (German), Le Nouvelle sans Frontiers (French) are written on the basis of the communicative method.

The essence of the communicative method

What is the communicative method and what is the training of professors using this method?

The communicative method is aimed at the simultaneous development of basic language skills (speaking and writing, grammar, reading and listening) in the process of lively, easy communication. Teaching a student to communicate in a foreign language is the main task of the professor. Vocabulary, grammatical structures, expressions of a foreign language are presented to the student in the context of a real, emotionally colored situation that facilitates quick and lasting memorization of the material being studied.

The communicative method involves the destruction of the psychological barrier between the teacher and the student. And when people stop feeling "distance" between themselves and the teacher, when it is interesting, fun and pleasant for them to communicate with him - it is easier for them to start talking in a foreign language.

Numerous game elements in teaching contribute to the revival of the classes, support the students' positive emotional mood, and enhance their motivation. Work "in pairs", "in threes", participation in discussions on topics of interest to students - all this allows the teacher

to take into account the individual characteristics of students, to make the classes creative and exciting, and at the same time gives the teacher an opportunity to take full control of the process learning.

Grammar-translation method

The middle of the 20th century until the end of the seventies passed under the sign of the grammar-translation method, the purpose of which was to study grammar in order to learn to read and understand texts in a foreign language through it. During the lessons, they mostly did grammar exercises and translated texts into a foreign language and vice versa. They explained the grammar most often in their native language, they scolded them for mistakes and tried to correct them all. If the student could not correct his mistake himself, the teacher did it for him. Your parents, dear reader, have grown up with this technique. They could not speak, but they knew the grammatical rules in half a sin, but still they could translate a foreign text when it was very necessary.

The main disadvantages of this technique is that the person does not acquire the skills of oral speech, and knowledge of grammar without their meaningful application is quickly forgotten.

Audio lingual method

In the 1970s, the audio-lingual method appeared, and with it - language laboratories and language laboratories. Each decent school had to have its own linguaphone study, in which students in headphones did endless and boring laboratory work: according to the proposed model, it was necessary to make mechanical replacements in the sentence structure. The occupation was both boring and hopeless, because feedback was almost absent. Proponents of the audio-lingual method believed that it was necessary to memorize the grammatical and phraseological structures of the language by repeating them repeatedly in ready-made educational dialogues, and then, they said, at the right moment you will use them automatically. However, the experience of many shows that in a real situation a person, as a rule, cannot in a timely manner and to the place to use the phrase or turn he once learned.

The best textbook created in accordance with the audio-lingual technique is the "Streamline English" series of the Oxford University Press. Their structure is monotonous and simple. Each lesson is a dialogue and wildcard exercises - "drills" - after it. Working with "Streamline English" as an independent textbook is impossible. But I am sure that this series will survive many textbooks that appeared later, since the language and grammar material (especially "Streamline I Departures") was selected and prepared brilliantly, and with any method it will be successfully used for addition, reinforcement and - just for pleasure.

The main disadvantages of the audio-lingual method is the lack of feedback from the native speaker, the inability in everyday communication to do only memorized phrases and turns.

Suggestopedy

The end of the 1970s – 1980s is a suggestion boom. The method itself, used by the Bulgarian psychiatrist Lozanov, means "treatment by suggestion, suggestion." When applied to the study of foreign languages, suggestopedology attaches great importance to the psychological mood and emotional state of students. The role of the teacher is extremely important and difficult: it must create an atmosphere in which constraint, shyness, fear of

mistakes disappear, faith in one's own strength increases. In this technique music, movement, stage action are actively used. The suggestopedy in our country, unfortunately, often took on caricature forms due to the insufficient qualifications of the teachers.

One of the side variants of the suggestive method is the "immersion" session in a foreign language environment. A group of students who have undergone preliminary language training spends 10 days in "pressure chamber" conditions: without a native language, without learning as such (ie, textbooks and exercises), living according to a scenario drawn up specifically for this group. Types of work on the "immersion", of course, varied, because the working day really lasts from breakfast to bedtime, i.e. 12-14 hours.

For ten days, there is a speech - in the form of dialogues, songs, games, sketches, problem situations, discussions, press conferences, interviews, reports, presentations, parties, celebrations, etc. The main results of the "dive" session are the removal of the psychological barrier and the associated positive emotional reactions associated with the language. The economic realities of a later time made this method of learning inaccessible to most.

It is necessary to clarify that no methodical method has been subjected to such distortion and even perversion as the method of "immersion". This was due to the fact that "immersion" requires from the teacher of the highest professional level, which not many people can meet. Therefore, readers, be careful if you are offered a "partial" or two-hour dive.

The "minuses" in one or another attempt to implement suggestopedia is, as a rule, the low professional level of teachers and ill-considered scenarios for the implementation of "immersion".

25th frame method

The widely advertised so-called "25th frame method" is often presented as one of the most powerful methods for learning foreign languages. But let's try to figure out what this method really is? The basis of the method is the subconscious perception of information in the form of pairs of words in Russian and English. But such a variant of simply memorizing the meaning of words can give nothing when learning foreign languages.

In addition, the technology of the 25th frame itself is increasingly being questioned. For a more detailed study of this issue, we strongly advise to study the article "Rumors about the 25th frame subconsciously exaggerated" on the website "Science and Technology"

Igor Schechter Method

Igor Schechter's method is based on the fact that a foreign language should be perceived as native. For realization at first, students are taught to express their thoughts in statements in various hypothetical situations, and later various grammatical material is added.

The disadvantages of this method include the fact that training can be started only at the age of 16 years.

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METHODS OF PROBLEM-BASED TEACHING OF A FOREIGN LANGUAGE IN LANGUAGE TRAINING

Abstract. The article considers problem-based learning as a learning method aimed at integrating students' educational and production activities. Examples of the application of this method in the educational process of a vocational school are considered. The role of problem-based learning as a prerequisite for the integration of vocational education and production has been revealed.
Keywords: problems, methods, implementation, case-method

Most areas of activity require from a specialist not only professional competence, but also to attract additional knowledge, skills and experience necessary for effective operation. At the same time, it is no longer enough for a specialist to have information only in his native language. There is a need to be aware of the development of their field in world practice. At the same time, rapid integration processes occurring in various fields of activity pose the problem of intercultural communication. There is an urgent need for communication, networking, exchange of experience. Therefore, a foreign language is of particular importance. Today it is an indispensable component of the professional training of specialists in all areas. Knowledge of a foreign language, both in everyday and professional-business communication, is one of the indicators of the professional level of a specialist who can carry out his activities at the international level.

The problem of learning a foreign language as a means of communication, which allows a person to act freely and adequately in any speech situations, including unfamiliar and problem ones, is also actualized. Thus, language training should include mastering a foreign language at a qualitatively different level, which requires the use of new methods and means of teaching. The basis of teaching foreign languages in a non-linguistic university, in our opinion, should be based on the principle of socially and professionally-oriented teaching of foreign languages. This means that, firstly, the learning process should be as close as possible to real life situations, including in the field of the future professional activity of the student, and secondly, to provide an opportunity to perform communication in a foreign language. The question arises of how this can be done outside the professional environment and the language environment.

As a result, educational methods that stimulate intellectual development, activate potential possibilities and offer situations that provoke communication in a foreign language are becoming popular. Such educational methods can be considered methods of problem-based learning. "Problem learning" is a set of teaching methods, the purpose of which is the activation of the cognitive interest of students and, as a result, the activation of cognitive activity. At the core of problem-based learning methods is the modeling of a "problem situation"

with the goal of launching an active independent activity of students to resolve a problem situation under the guidance of a teacher. "Problem situation" - the awareness that arises when performing a practical or theoretical task, the fact that previously acquired knowledge is not enough, and the emergence of the need for new knowledge, which is realized in purposeful cognitive activity.

The essence of the problem methods is as follows: in the process of reviewing a problem situation, they are capable of generating interest (since the basis for such a situation is a significant problem for students in the field of their professional or social interests); they force to analyze the problem (highlighting in it known and unknown facts); they force to make assumptions to solve the problem and check the correctness of these assumptions. The following stages of problem-based learning are distinguished:

The first stage is the creation of a problem situation, which contains a number of difficult moments that impede its quick solution. It should be difficult enough, but feasible.

The second stage is the work of the student. He analyzes the knowledge at his disposal on this issue, finds out that they are not enough to solve, and is actively involved in obtaining the missing information.

The third stage is aimed at acquiring the knowledge necessary for solving the problem in various ways. This stage ends with an understanding of how to solve the problem.

The fourth stage is directly solving the problem.

The fifth stage is the verification of the results obtained, the comparison with the initial hypothesis, the systematization and generalization of the knowledge and skills obtained. Within the discipline of a foreign language, the popular method of problem-based learning, in our opinion, is the project method and the case method (case study method). Let us dwell on each method. The main idea of the project method can be defined as obtaining knowledge by solving problem situations and attracting knowledge from related fields of science.

These are the stages of the project, corresponding to the stages of problem-based learning mentioned above. In the modern education system, the project method is actively used, including in the teaching of a foreign language. Consider how the method of projects contributes to the implementation of the idea of socially and professionally - oriented learning and the practice of oral speech when teaching a foreign language.

Firstly, there are various projects in terms of the subject and form of organization. Their use in foreign language classes allows students to attract and use knowledge of various fields of science related to their professional or social interests. Thus, there is an enrichment of the existing knowledge base on the subject of the project, on the one hand, and the acquisition of additional knowledge and communication skills in a foreign language, on the other hand.

Secondly, each new project is new situations, problems and tasks that we have to deal with. Accordingly, each time it is necessary to adapt to the new conditions, new partners, new requirements, to show oneself from the new side, to search for and reveal in oneself the hidden opportunities and creative potential. At the same time, it remains important that within the discipline of a foreign language, most of this activity initially involves the use of a foreign language. As a result of living this kind of experience, students form a high level of adaptability to situations of various kinds of novelty, complexity and problematic. All this contributes to the

development of a rapid response mechanism and an adequate response to what is happening, including in a foreign language space.

Thirdly, all activities related to the implementation of the project is a constant interaction with other project participants. This "provokes" communication, and for the most part it occurs in a foreign language. Thus, there is an accumulation of experience in communicating in different situations in a foreign language.

It is obvious that an important characteristic of the successful use of the project method in teaching foreign language to students of a non-linguistic university is its universality, which combines a practical and communicative component.

The case method is an active learning method based on the use of specific situations (from English. "Case" - case, situation). This teaching technique uses the description of real economic, social and business situations (cases). Students are invited to study the problem situation, to understand the essence of the problem, propose possible solutions and choose the best of them. The result of this work is the presentation of their research in class.

The "case study method" in a foreign language lesson is in the activities of students in the framework of artificially created social and professional situations and involves active interaction in a foreign language in order to accomplish the tasks set.

However, in our opinion, the case method, in contrast to the project method, has a more professional orientation. Its use is advisable when teaching a professional foreign language, when students have not only the basics of proficiency in a foreign language, but also have a certain professional base.

From this position, the case method plays an important role in teaching vocational foreign language in a non-linguistic university:

Firstly, the case study method in the absence of a language and professional environment helps to simulate situations that contribute to the effective development of such types of speech activity as reading, listening and speaking in a foreign language, and, on the other hand, professional skills.

Secondly, it helps to form professional-business communication skills, as well as a number of analytical, creative and social skills, including: the ability to make decisions, including in difficult, stressful situations, the ability to quickly and adequately respond to the information received, including number and in foreign language space.

Due to the regular use of the case study method in teaching a professional foreign language, two basic requirements are met: to gain experience of interacting in socially and professionally significant situations for students, to develop a model of behavior in them by performing communication in a foreign language.

So, the use of problem-based teaching methods in teaching a foreign language in the context of a non-linguistic university contributes to the effectiveness of foreign language training, along with the improvement of professional skills, creates prerequisites of intrinsic motivation, promotes the development of individual abilities and creative skills; allows you to master the ways of knowledge; gives the ability of self-development and self-learning.

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SECTION: PHILOLOGY AND LINGUISTICS

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APPLICATION OF MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE COURSE

Abstract. *With the change of the times, under the leadership of big data, network technology, mobile Internet, and other high technology, education has gradually broken free from the traditional teaching mode. At the same time, advanced technology has also lifted the confinement of traditional teaching mode in space and time and opened the skylight of intelligent thinking mode. From the current situation of English language fever around the world, the demand of English language learners for learning materials and learning resources will continue to increase in the future. This article details the technologies used in effectively teaching English as a second foreign language.*

Keywords: *multimedia technology, foreign language, teaching English, education*

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ПРИМЕНЕНИЕ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Аннотация. *С развитием больших данных, сетевых технологий, мобильного интернета и других высоких технологий образование претерпевает значительные изменения и вырывается из традиционного режима обучения. Передовые технологии действительно снимают ограничения традиционного режима обучения в пространстве и времени, открывая путь к интеллектуальному режиму мышления. Ситуация с английским языком продолжает оставаться актуальной в мире, и спрос на учебные материалы и ресурсы для изучения английского языка скорее всего будет продолжать расти в будущем. В этой статье подробно описаны технологии, используемые для эффективного преподавания английского языка как второго иностранного.*

Ключевые слова: мультимедийные технологии, иностранный язык, преподавание английского языка, образование

Introduction

With the change of the times, under the leadership of big data, network technology, mobile Internet, and other high technology, education has gradually broken free from the traditional teaching mode. At the same time, advanced technology has eliminated the limitations of traditional learning and opened the door to an intelligent world. From the current situation of English language fever around the world, the demand of English language learners for learning materials and learning resources will continue to increase in the future. With the continuous development of Internet education, the combination of Internet technology and international English education will definitely become the key direction for the development of international English education. In this context, online teaching resources will become an important basis for the development of "Internet+ English international education", so it is necessary to investigate and study the online teaching resources of "Internet and English international education." As a matter of fact, with the development of society and the advancement of technology, the era of informationization has come. As a result, the main theme of education in the information age is to provide suitable education for students who want to learn English and to promote the active and lively development of each student. In the past, the one-size-fits-all education model of classroom teaching could not meet the individual development of students and the demand of society for diversified talents.

The main part.

Therefore, the traditional teaching of English as a foreign language is in urgent need of change, and personalized teaching is attracting attention. With the emergence of technologies such as cloud computing, Internet of Things, and big data in education, personalized teaching has received technical support. This paper is aimed at exploring how to apply the new technologies in the teaching process to help teachers personalize teaching, stimulate students' interest in learning, meet their individual needs, break through the traditional teaching methods, and make it possible to teach according to their abilities. As one of the main learning resources, the quality of multimedia courseware will be the criterion to measure whether it meets the teaching and learning needs. Consequently, the use of big data, multimedia, and multimodal technologies to improve the English language material library and develop special software for teaching English as a foreign language, as well as the production of high-quality multimedia courseware that is highly compatible with the teaching materials, will become the trend of future research.

Due to the rapid development of information technology, today's society has become a veritable information society. Consequently, every aspect of people's life has undergone great changes, and human beings have entered the era of network and multimedia from the era of reading and writing [1]. Especially in the field of education, with the continuous progress of science and technology, teaching tools, and teaching methods continue to enrich, multimedia technology is rapidly used in classroom teaching [2]. Against this background, teaching equipment is becoming more and more advanced, and teaching methods are becoming more and more abundant [3]. In other words, computers and multimedia classrooms have become

widespread in almost all areas of education. Hence, in order to keep pace with the new teaching environment and teaching requirements, the teaching forms and teaching methods of various subjects must be reformed accordingly [4]. The research on multimodal discourse analysis in the field of teaching and learning has emerged in response to this situation, providing a new direction for the reform of teaching methods.

Teaching English as a foreign language.

At present, research on the design and application of English microlearning for international students is in its initial stage. Although the number of English microlessons is increasing, due to the lack of systematic theoretical guidance, there are still many problems in terms of quality, such as inappropriate graphic layout, excessive redundant information, and unreasonable subtitle design [5]. In order to solve these problems, the theory of multimedia teaching design can be used as the theoretical basis for evaluating the multimedia presentation of English microlessons. After all, multimedia learning allows learners to construct mental representations from text and images [6]. Text refers to the material presented in verbal form. Pictures are materials presented in the form of images. The focus of microlearning design is on how to present the multimedia information in the form of text and images [7]. As a result, the theory of multimedia instructional design is highly applicable to microlearning design. The thirteen principles of multimedia instructional design proposed therein can be used as important indicators for the quality evaluation of English microlessons.

In the age of information technology, the traditional language and text-based teaching mode can no longer meet the needs of students to interpret and study information transmission and meaning expression in classroom teaching [8]. In order to stimulate students' interest and motivation and improve teaching efficiency and quality, teachers make full use of multimedia technologies such as PPT, audio, and video and use multimodal resources to teach. In fact, English as a foreign language is a special and highly practical subject. At the same time, teaching English as a foreign language is also a special teaching course [9]. After all, it is the teaching of English as a second language to foreigners or people whose first language is not English. In addition, it focuses on skill training and aims to develop English communicative competence and is characterized by the diversity of knowledge and students [10]. As a result, the use of modern multimedia technology and multimodal teaching methods in the classroom can improve the teaching efficiency and meet the objective needs of teaching English as a foreign language in the new era.

Conclusion.

Multimodal teaching mode is a teaching method derived from the theory of multimodal discourse analysis. It is a teaching method that uses modern multimedia technology combined with audio, video, animation, physical demonstration, facial expressions, and body movements to engage students' visual, auditory and tactile senses in classroom teaching activities. Compared with the traditional teaching mode, multimodal teaching mode is obviously more advantageous, in addition to the basic advantages of efficiency, speed, flexibility, and specificity. However, this study hopes to provide some practical suggestions and guidance for front-line teachers of English as a foreign language, so as to contribute to the improvement of the teaching level of intermediate integrated classes. In the future, multimodal teaching

frameworks and models that combine with other advanced technologies can be designed to better facilitate the development of English language teaching.

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BASIC TERMS AND PRINCIPLES OF MODERN EDUCATION

Abstract. *The demand for modern education is very high. If theoretical knowledge combined with practice is systematically and consistently provided to students, that knowledge will always bring positive results. In this article, the conditions and principles for modern education are comprehensively differentiated and analyzed.*

Keywords: *education, conditions, principles, content, method, opportunity.*

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ОСНОВНЫЕ ПОЛОЖЕНИЯ И ПРИНЦИПЫ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

Аннотация. *Спрос на современное образование очень высок. Если теоретические знания в сочетании с практикой будут систематически и последовательно предоставляться студентам, эти знания всегда принесут положительные результаты. В данной статье всесторонне дифференцируются и анализируются условия и принципы современного образования.*

Ключевые слова: *образование, условия, принципы, содержание, метод, возможность*

Teaching is a pedagogical process of organizing and stimulating the active cognitive activity of the student on the acquisition of scientific knowledge, skills, and abilities, development of creative abilities, worldview, and moral and ethical attitudes.

Many of our students have contributed to the development of the Kazakh education system. They created a unified system of education and tried to build it based on the popular principle. It started at the beginning of the twentieth century. It was initially established in the cities of Semey, Aktobe, and Ural. They classified them into different fields: mandatory training, open training, training experience, integrated training, distance training, inclusive training, contextual training, problem-based training, program training, and developmental training. Let's talk about each of them:

Compulsory education is a position of educational policy, according to which, according to the legislation, it was concluded that certain young people should receive a certain amount of education.

The learning experience is a variety of natural experiences, which is distinguished by the fact that it is formed in the conditions of practice, in addition to the calling of mental phenomena.

Embedded learning is a specially organized and planned learning activity aimed at achieving an experienced result.

Distance learning is an educational technology that allows anyone, anywhere, to study any program.

Inclusive education is the joint education of children with disabilities and slight developmental disorders and abnormalities with healthy children to facilitate their socialization and integration processes.

Contextual training is training in which the subject and social content of the future professional work are connected, and through this, the conditions for transferring the student's educational activity to the professional activity of a specialist are provided.

Problem-based learning is active developmental learning based on the research activities of students, and their identification and resolution of real-life and learning conflicts.

Programmed training is a type of training that is provided according to a prearranged training program.

It is concluded that developmental education is the orientation of the educational process to human capabilities and their implementation.

In the same way, there is a teaching consistency and consistency. The scientific rule of this principle: for the student's knowledge to be solid, the surrounding world should be well represented in his mind. For this, scientific knowledge is provided systematically and according to the cognitive capabilities of students. The learning process, consisting of individual parts, helps students acquire knowledge. Exercises for skill formation and work requiring logical thinking methods for mental education are conducted. Otherwise, the skill will be destroyed, the developer will not be able to think correctly, and the development will deteriorate.

Conditions:

· divide the educational material into parts and explain them sequentially;

· not to break the system in the content and methods of teaching;

· regular use of interdisciplinary communication;

· to facilitate the memorization of knowledge by making a summary, drawing together with the students;

· often repeat previous studies;

· approval of past materials, repetition of individual questions after explanation;

· do not artificially insert thoughts into the material;

· monitor how the learner expresses his thoughts;

· teach and help to work independently.

And the principle of awareness and activity. Self-acquired knowledge is well absorbed in the mind. A learning network, independent work, activity, organization of the educational process, management of cognitive activities, and teacher's methods help to acquire knowledge consciously.

Conditions:

· to know the specific purpose and tasks of work;

· teach clearly;
· use of all types of cognitive activities;
· use of methods of analysis, accumulation, induction, deduction, and comparison;
· frequent use of analogy;
· explain the meaning of each word, sentence, and concept;
· relying on their knowledge and experience;
· teaching each other, and finding the right answer together.
· connecting known data with unknown ones;
· the most important thing is not the subject you teach, but the work done in the subject;
· give an example for each rule.

The requirements of all principles are fulfilled simultaneously. There are no main assistants among them. All principles are interconnected. They guide and show ways to achieve good results in education. Humanization of education requires consideration of human physical and mental capabilities. Therefore, the result is compared to the effort that went into it. Principles quantify opportunities, strengths, and outcomes, and if they are not disturbed, it can be safely said that balance will be maintained.

The educational system plays a leading role in the social and economic development of the society, and further defines it. The general conditions for the formation and development of knowledge are called the theory of knowledge, which is studied from the perspective of the main problem of philosophy - the relation of spirit to matter, and consciousness to existence. The fundamental difference between the theory of knowledge and other scientific theories is that it forms the general principles and objective relations of the formation and foundation of knowledge.

According to the Russian teacher K.D. Ushinsky, according to modern requirements, if every teacher improves his knowledge and daily uses innovative technologies by new requirements in his classes instead of old monotonous lessons, the lessons will be attractive, meaningful, reasonable, and effective. Article 8 of the Law of the Republic of Kazakhstan "On Education" emphasizes that "one of the main tasks of the educational system is to introduce new technologies of education, to inform education, to access international global communication networks." Therefore, the current period of development poses the problem of technologicalization of the teaching process before the educational system. Different technologies of teaching are examined, and the work experience of innovative teachers is studied and entered into his life.

If the responsible teacher is responsible for such cases:
· to increase the level of education and the quality of education;
· to increase the level of logical thinking and the level of language communication;
· to increase the culture of self-behavior in any environment;
· adapts to the modern environment, and makes sure that the positive changes in the intellectual and educational level have taken shape.

The education of a 21st-century student capable of competition in the future has not been overlooked in the field of education. Accordingly, only when a teacher is an inquisitive scientist, a gentle psychologist, a tireless worker, a genius of the environment, a versatile

master, a deeply treasured scholar, a humanist, and an active patriot, society can form a strong and qualified, highly cultured, comprehensively developed, highly creative individual. I am sure that we will educate.

To be a teacher of the 21st century, every teacher should be an inquisitive scientist, a gentle psychologist, a versatile master, a tireless worker, a deeply treasured scholar, and an instigator of any environment.

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EFFECTIVE METHODS OF TEACHING ENGLISH

Annotation. Currently, the methods of English language proficiency are effectively used. The main principle is to determine the future of the child, guiding them in the right direction for learning the language by differentiating modern methods.

Keywords: English language, method, teaching, content, innovation, modern technology

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ЭФФЕКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. В настоящее время эффективно используются методы владения английским языком. Главным принципом служит определение будущего ребенка, направляя его в правильное русло для изучения языка дифференцируя современные методы.

Ключевые слова: английский язык, метод, обучения, контент, инновации, современные технологии

Currently, a new national model of education is being formed in Kazakhstan, the new content of education is an updated program.

Today's urgent issue is teaching students not only to freely express their thoughts, even if it is simple but also to communicate with each other and exchange ideas because the main goal of general secondary school education is to improve the student's speaking ability. Therefore, to awaken the child's desire to learn, in modern times, the teacher needs to search a lot and work on the effective conduct of the lesson.

Situations such as socio-economic changes in society, flow of information, and increase in competition are putting new challenges before the problem of education. The new program is based on such values as respect, cooperation, openness, Kazakh patriotism and civic responsibility, hard work and creativity, and lifelong learning. Currently, the requirement for English language teachers is to provide quality education using new technological methods. At present, the student's independent research is one of the main requirements for the educational process.

To meet these requirements, teaching and learning English requires a lot of research and the use of active teaching methods. In this regard, teaching English is connected with the use of active methods. Active learning means directing the child to think while thinking. The use of active methods ensures mutual understanding, interaction, and mutual enrichment, helps to master the material well during the lesson, and most importantly, forms opinions, relationships, and behavioral training. Active teaching means the use of a system of methods aimed at students' independent acquisition of knowledge and skills in the process of active thinking and practical action, rather than the teacher's presentation of ready-made knowledge, memorization, and reproduction.

It is very important to use active methods in teaching English to people of different nationalities. Among them, the following active methods can be used to form and enrich the vocabulary.

Methods used to achieve the learning goal:

1. When predicting the topic: "Travel to the picture gallery", "STOP FRAME" methods are more effective.

2. "Images: What Happened?" concentration of the student's attention through the method.

3. Listened: "Open microphone" method. This method is effective in combining new knowledge with previous knowledge of learners.

4. Subscribed: T.Zh. "Cluster" active method.

5. To repeat previous knowledge on the topic: The "Inner and outer circle" method is very effective.

6. Using the active method of "Market of Opinions", evaluates the actions of the "Character", and predicts and constructs a story.

7. "BBB" is a familiar method. Before starting a new topic, a three-column table is distributed. What do they know? What do they want to know? What did they learn?

8. The following methods can be systematically used in learning a new topic: "Babble - gabble", "Zuyldak", and "Filtering information" - students continue to express their thoughts until the teacher stops them. ""Think, pair, share", and "JIGSAW" methods help students to gather their thoughts, share in pairs, and speak in groups.

9. To conclude the lesson, it is effective to use the active methods of "Author's chair", "Putting on a hat", and "RAPT".

10. Using the "Question in an envelope" method, students' knowledge of learning is checked.

11. Commonly used methods of reflection: "Two stars, one wish", "Sticker apple", "Palm", and "Plus-minus - I'm interested" Give feedback according to the table.

Active learning methods:

Types of training	Training methods	Learning strategies
doubles	by video	Tree "blob"
collective	share thoughts	"Reasoning"
private	«Applause»	«BBB»
group	«Open micraphone»	«Guess the meaning»

learning to create a collaborative environment	The game is accustomed to open expression	Formulates. The ability to think develops.

Features of active learning methods are based on their awakening to practical and thinking activities. Without it, there will be no progress in acquiring knowledge. The emergence and development of active teaching methods not only provide students with knowledge before teaching, but also ensure the formation and development of cognitive interests and abilities, creative thinking, and independent mental work.

By making students interested in the subject, it is necessary to increase their enthusiasm for the lesson and to form their knowledge, skills, and abilities. Increasing the experience and professional skills of the teacher are the main features of improving the quality of language teaching.

Increasing the effectiveness of the method of teaching the subject of the English language directly depends on the responsibility, creativity, and quality of training of the subject teacher. The dictionary is very important in language teaching. It is necessary to be guided by the position that the student should learn 4-5 words in each lesson.

L.N. Tolstoy wrote: "It is necessary to create conditions for the child to be able to use the learned word, if he can use the learned word once in the spoken language, it becomes his personal property." There are various methods of organizing vocabulary work. At the beginning of the academic year, the teacher should properly plan vocabulary work for each topic and prepare the student's vocabulary notebooks. In the lesson, the teacher should give tasks such as "Understand the essence and meaning of these words" based on synonyms, antonyms, explanatory dictionaries, or translation dictionaries. And for elementary school students, it is useful to hold games such as "Word Contest", "Word Chain", "Don't get out of the chain", "Repeat it", and "Fly".

At the same time, every teacher should identify the hidden and even deep-seated abilities of each child and make it possible to develop them widely. Composition of poems is one of the types of works that develop students' quick thinking, and vocabulary and encourage creativity. This includes tasks such as finding rhymes in a poem, thinking of rhyme options, and composing a poem on one's own. In this case, the students, based on the lines of the poem, create a new version of it from their thoughts or continue the given two lines. One of the works that has a special place in the development of creativity is creating a fairy tale. This type of work is done orally first, then students practice putting their thoughts and imagination on paper. The content of the story can include topics that describe the imagination and dreams of students, starting from the surrounding phenomena in everyday life. The main goal of the teacher is to guide the student in choosing the topic of the story and to create an opportunity to develop the student's imagination. In composing a fairy tale, first of all, students are required to complete the end of the fairy tale by themselves, updating the content of the fairy tales they know and read. However, the teacher should not forget that he is only a guide. A teacher who knows how to search creatively can bring up a competitive young person who has a fully formed perspective, a broad worldview, high knowledge, skills, and abilities.

In short, active methods of teaching are such methods that are productive of student activity, creative thinking, research, stimulating cognitive activity of the student, and methods based on dialogue that provide free exchange of opinions on ways to solve any problem.

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