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POSTMODERNITY AND PROACTIVE EDUCATIONAL ENVIRONMENT

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We live in a time that is marked by the characteristics of a society that most modern researchers call postmodernity (Sarup, 1993). This trend, which emerged as an eclectic movement in aesthetics and philosophy, today manifests in all spheres of humanities and life - philosophy, psychology, sociology, ethnology, demography, etc.

The main ideas in it today are the tense social relations generated by the differences and similarities in the widest sense of the word, visible in a situation of the specific processes of the global society: migration of people; intercultural interaction and dialogue; local and global relations; intense transfer of valuables, often with unforeseen and uncritical results.

In terms of anthropology, postmodernism develops specific scepticism and, in the

social context, leads to the shift of the centre of research interest from observations to society to observer observations (Ivanov, 2003). As a result, there are tendencies towards: rejection of status and established traditional norms in science and practice; denial of absolute knowledge and authority; rapid aging of acquired knowledge and hence the rejection of professional and scientific authorities...without proposing to replace them with others.

The understanding of the postmodernist tendencies in today's social reality (Lyotard, Rorty, Derrida, Toffler, etc.) outlines some basic concepts which suggest to the authors of this text a new, postmodernist reading of the idea of continuous and lifelong education social workers, social workers, social workers, social pedagogues, psychologists, teachers, etc.).

- Discourse instead of the meta-narratives where the main place occupies the language as a system of specific possibilities for conveying a summed historical and social experience, including the contextual and semantic transmission (emoticons, meaning signals) that are accepted as valid for much of the people. The discourse, the many opportunities for realization and expression, the micro fraction of personal and professional expression are at the forefront.

In the context of the assisting activity, this tendency implies the knowledge of polyvalent skills and professional roles for the practice of the profession, depending on the particular social case, in the law and the requirement to take account of the individual (discursive) personality development and to develop systems of prescriptions, the situation and taking into account the psychological, social, linguistic, communicative, ethical parameters.

- A multiplicity of social agents that in our context have the character of group relationships and group (team) achievements. In the context of professional expression, they imply taking into account the tendencies of multiplicity that give multiplicity to their conflicts and struggles.

Social care professions have this characteristic as their qualification framework, as their very own practice

implies the availability of teamwork skills among different groups of people - both clients and monodisciplinary and multidisciplinary. The important thing here is to maintain and expand the tendency to improve team skills - adherence to rules and cohabitation, conflict resolution strategies and tactics, subordination techniques, ability to develop team stages, etc.

- Cultural relativism, in which the classical boundaries created by modernism are rejected and declared to be relative and inconsistent. Individuality has a special privilege, tendencies towards elites and elitism are observed, with specific forms of behaviour and values - clothing, food exigency, striving for environmentally friendly life, professional style, etc.

This tendency of postmodernism and postmodern society also manifests itself in the exercise of so-called helping professions, suggesting a particular attitude towards the importance of social work and its emergence in the rank of elitist and prestigious professional activity. The ability to act as such is determined by the regulated relationship with other professionals (psychologists, doctors, police, lawyers, pedagogues, etc.), direct social work with clients from different social groups and communities, as well as from working with the mass media.

- Subjectivity and individuality that are created in opposition to the tendencies of unification and globalism. They imply liberality, tolerance and diversity of the forms of manifestation of each individual in the system of social roles and relationships. The human being is considered to be a unique and unique creature that has the right to own and personal space (in every area of life), and any attempt to enter it is considered a violation of his rights - life, work, personality.

Subjectivity and individuality are among the most common phenomena in the profession of social worker, as this is enshrined in its regulation. What is new here is that postmodern tendencies require each professional representative to overcome the tendencies towards unity and clandestine normality and develop his / her right to rights - personal and professional, right and opportunity for change and self-realization but through continuous and continuous education and self-education style.

- Exploding lies, as a tendency to overcome the conservative and archaic practices of the past society to save the truth, to exchange information, to seek to conceal with labelled and façade means information that is not unconcerned, social hierarchy such as caste, racial or ethnic division.

For social work, this tendency has delicate and ethical deontological dimensions that are to a large extent determined by its very

specificity as an activity aimed at human spheres with the highest degree of intimacy and discretion. Explaining the lie today in a professional way suggests creating mechanisms defending the right to truth. In relation to the client, it is manifested in the application of the so-called "informed consent" principle, giving personal decision-making choices, confidentiality of sharing. In teamwork, the social worker needs to develop skills to respect professional secrecy, comply with classified and confidential information requirements, and so on.

- Understanding the reality of changing the vision of the world in the direction of new, cosmopolitan, prolific, egalitarian, cultural tendencies. Today's postmodern society assumes that the world is a reflection of each individual's thoughts and develops in direct connection with the cultivation of the interaction between the mental energy of humans and the state of the environment surrounding them.

Social work practitioners have a particular specificity and they are expressed in the peculiarities of the attitudes of the work sites - the clients. The fact that they have sought professional help because of lack of opportunities to deal with their problems means that they have generally accepted a global negative approach to the current social reality. Thus, the risk that the client's point of view may affect the social worker

and become the dominant of his own attitudes to the world is completely real.

So instead of becoming a "filter and transformer of emotions and attitudes," the specialist can become permanently infected with the energy of negativity and denial of reality. In this case, it is threatened by general professional fatigue, even by burnout (out-of-effect) and by a general professional and personal demotivation and negativism.

Therefore, it is necessary with the means of continuous and continuing education to work on acquiring skills for the new, postmodern challenge - skills for "evacuation" and reworking of negativism in the client. At the same time, building skills to protect their own content as individuals and professionals, both for themselves and their general perception of the world.

- Change and difference that implies the ability of the individual and society as a whole to accept the objective possibility of change - both of the individual and of the whole. With the development of social relations, the systems of values, rules, taboos, competencies develop and change. The relativity of everything and everyone still retains some consistency, as the world itself and every individual in it has some generally accepted frameworks that preserve

their consistency, regardless of the type and pace of their changes.

The reflections on the trends of the modern postmodern society motivate the necessity of continuous and continuing education, which in the current conditions of our country is still in the sphere of wishes or partial experience. The status quo is - episodic, one-sided, non-systematized alternative and continuing education. Some initiatives for continuing and continuing education;

Training program for social service providers; Plan-program "Foster Care - Similarities and Differences with Adoption"; Project "Vocational Training Program - Assessment and Case Management" - IGA; Project Vocational Training of Social Workers in Conflict Resolution under the Leonardo da Vinci Program of the EU.

The basis of the author's proposal lay down:

The Conceptual Design

For creating a Comprehensive Program for Continuing Education of Specialists from the MLSP System.

1. Objectives of the program:

- Continuous optimization of the professional competence of the employees in the system of social activities.

- Updating the professional skills of the specialists according to the pace of development of the modern society.
- Raising professional and personal assertiveness.

2. Subjects:

- Specialists in social work in all spheres
- Managers in the social sphere
- Non-social workers
- Trainers

3. Resources:

- Regulations
- Financial funds
- Ministries, BT Directorate, own sources
- Training structures - universities, licensed structures
- Training bases

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In practicing the social profession, the postmodern society's characterization of change and differentiation points to the expectation that professional change will be adequate to the social one. The tendencies of the previous education in the higher schools to acquire mainly basic competences, but not only, require to seek and apply forms for expansion and modernization of them.

The continuous and continuous updating of the professional skills of the workers in the system of social work is obligated by the expectations of the society for adequate and modern professional behaviour by every representative of the profession. In this process, self-reflection, professional assertiveness, strategic personal and team behaviour skills, mobility and decision-making versatility, readiness and motivation for personal change, self-development and self-preservation take the place, which will ensure long-term and effective practice.

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**SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE PROACTIVE
EDUCATIONAL ENVIRONMENT**

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Learning as the main activity of the learner (student, postgraduate, enhancing its qualification, etc.) is a defining concept of "environment for learning ", " learning environment ", " engaging learning environments ", etc. Designing and the structuring of such environments is based on learning as an activity which performs the "unity of adaptation, knowledge and subject practice" of the learner (Radev, P., 2012).

The subject-material conditions for education represent the so-called "spatial environment ". According to St. Dinchiyska "contemporary understanding of the subject-spatial environment is that it is not an

elementary physical category but a cultural-pedagogical complex "(Delcheva, Dinchiyska al., 2000) In a broader sense, in this complex live, work and relate to it students, teachers, parents, students and lecturers, postgraduates, PhD students, etc. Under a proactive educational environment, we adopt "the system of influences, the conditions for forming the person according to a given model, as well as the possibilities for its development, contained in the social and spatial subject environments (Yasvin, 2001). The concept of a proactive educational environment appears to be generic for concepts such as family

environment, school environment, and project-based, active, and more.

For the first time officially the term emotional intelligence is used by Peter Salovey and John Mayer in 1990, but popularity it gained through the book D. Golman "Emotional Intelligence" five years later. The emotion is the basis of emotional intelligence. Emotions in all their manifestations are essential to the overall life of man. They are internally related to our behavior, depending on the conscious or unconscious evaluation of events to what extent they fit our goals. Emotions can become the motives of behavior, they reveal their meaning and ask the world. Emotions have cognitive, behavioral and somatic manifestations. They reveal our inner world, and in doing so, they have a value in themselves.

Is it possible to develop and enhance emotional intelligence?

There is more than one opinion on this issue. A group of scientists (Meyer, Salovey, Caruso, etc.) adhere to the position of relative emotional stability intelligence, but the kind of information with which it operates (emotional knowledge and competencies) can be relatively easy to change, including in the process of training. (Andreeva L.)

At the same time, another group of scientists (Golman, Slater, Kovriga, Nosenko, etc.) believe that emotional intelligence can, and must, develop. Emotional intelligence can

be purposefully formed, as with children in the process of training and education, as well as in adults in the form of specialized trainings.

Even if it sounds paradoxical, emotional intelligence lends itself to change through purposeful learning to a greater extent than abstract-logical intelligence. It is believed that the main sensational period for the formation of emotional intelligence is from 3d. to 10 years old. There is evidence that the second one a sensational period in which the emotional level can be significantly changed intelligence is up to 20 years.

For the development of emotional competence and the knowledge of emotions it's important to improve the process of perception and emotional assessment of reality. The main way to develop emotional intelligence is concludes in stimulating the imagination, the imagination of the child in the preschool and primary schooling period. Extremely beneficial influence is the "immersion" of the child in a pro-active educational environment that ensures the use of story- role plays as a powerful and essentially basic tool for child development imagination and fantasy, the feelings and emotions of the children that are at the core of their emotional intelligence.

The purposeful development of EI can only be achieved to the maximum an effective environment as the educational environment is proactive. Emotional lessons, should be an integral part of the development of the child

and repeat the different age in such a way as to correspond to the changing understanding of the child and of the child the challenges it faces.

The second condition is how exactly these lessons are taught. The personality of the teacher is so important as his own behavior in front of the class is a kind of emotional lesson competence - or its lack. In each teacher's conversation with one of the children, all the other children are absorbing something. Few teachers are willing to talk for feelings, or experiencing confidence that they can help or suggest the right one reaction.

The main reason for failure in pedagogical work is inadequate self-esteem, negative self-esteem, poor self-regulation of the educator, which are designed on the pupil in the process of communication. Having adequate self-esteem, positive attitude and self-confidence, the teacher is able to find constructive ways to solve problems and expand your own professionalism. (Manoylova, p.21)

The next indicator is the need to help children turn the moments of a personal crisis to lessons of emotional competence. This happens when the lessons in schools comply with events in the pupils' lives. That way children adopt coherent messages related to emotional skills in everyone moment of your life.

Last but not least, the rise of EI improves the academic performance children in school. At

a time when too many children do not have the skills to coping with their worries, listening and concentrating, restraining their impulses, feel responsible for actions (or inaction), or to care for learning, everything that helps them in this respect also helps them to learn. In this sense, EI nourishes the school's ability to learn. All participants in the learning process - students, teachers, parents, administration - must realize the importance of EI and to create the conditions for solving a wide range of problems in this area.

Reasonable is the question of the methods by which it can be influenced in a positive way direction of the EIA amendment.

Obviously, the traditional pedagogical approach of one-sided impact on the student in the form of lectures is not the best decision to raise it.

The specificity of the EI requires certain conditions to be fulfilled effectively the process aimed at forming or changing its level. They are needed attractiveness, enhanced emotionality, interaction dynamics among all participants in the training. Approaching to the natural way is needed acquisition of knowledge and skills, personal involvement, transformation of life in learning problems. Flexibility and variation is needed, choice of activities, partners, funds depending on the situation.

Another requirement is for the participants in the process to be in active position interacting through practical actions and

experiments (accessible for age and health) their capabilities) to acquire knowledge as they themselves try out what they have learned and gain immediate response / evaluation. But perhaps the most important requirement is to use every opportunity from the everyday life of the participants in the training, the validation of the ability to act from the position of the acquired knowledge, applying them in the solution of a concrete issue.

We have switched to interactive methods as carriers of sufficient potential for these requirements.

Although interactive methods have long been new, it's still difficult they break the way. Given the fact that the notion of Emotional Intelligence is not popular in native schools, and there are only sporadic attempts at prevention and dealing with aggression, which is only a small part of EI and is far from its integrity, the link between interactive methods and the targeted enhancement of EI to children in the primary school age practically does not exist. We referred to I.N. Andreeva (1, p.159), which points to several methods, effective for enhancing the EI and have complied with their ability to apply in primary school age based on studied literary sources. We chose several interactive methods we used in the study.

Discussion - Method of learning through communication. Stimulates interaction between the participants in the discussion,

each statement is in response to the previous one. It unfolds, it's a spontaneous dialogue process to study a problem, overcome conflict. With regard to EI, discussion is a major step in the solution of everyone issue.

Brain Attack - The method of brainstorming is used to stimulate the creativity of students on a topic or theme question. The work involves: generating ideas, analyzing a problem situation, evaluating ideas and choice of idea. The jokes, the replicas, the casual setting are encouraged. Students freely express ideas or opinions without any condemnation, ignoring or rejecting their ideas or opinions. Ideas are recorded by the teacher on the board or poster in the order of their presentation, and the brainstorm continues as long as the ideas are not exhausted or do not complete what has been determined for the brainstorming time.

In terms of EI brainstorming is aimed at using the creative one participants' potential for finding solutions, including non - standard, of various moral-ethical issues, focus on words, expressions, actions and more, charged with positive or negative meaning, depending on the purpose of the task. It overcomes the barrier to communication and the fear of rejecting one's own idea.

It affirms its own opinion as valuable and at the same time respect for others ideas and opinions.

Situational Method - This is a method in which different means are recreated given

circumstances in order to illustrate a particular problem and to stimulate it the participants in its solution. It is widely used to imitate real problems to form skills and habits to deal with them.

By the situational method, by transforming the theory to near the specific circumstances trained, stimulate the application of acquired knowledge in practical problem solving and their development in skills and competencies.

With regard to EI, the use of the method involves creating an emotionally intense situations presenting specific events to provoke interest, intellectual engagement, and natural emotional interaction between the participants.

Learning project - 'The project is a system of activities aimed at working on a particular problem ending with an end product.' - R. Valchev (by V. Petrova, p.79)

It defines project work as an interactive method that is a cycle of planned activities with a specific purpose, modalities, deadlines and resources, and pupils work most often in groups. Through project work, they assimilate a group solutions, conflict resolution, taking different social roles.

In terms of EI, the project method focuses on the relationship between participants in the project, as well as the choice of a unifying idea and recognition and as something that can represent them and express them in the best way, but the

ultimate product has the exact purpose and meaning that the participants can protect.

Interactive games - As an interactive method they are distinguished by spontaneous and uninvolved activity of the participants in which, through a specific transformation of the children's social experience in the course of interaction between the participants is recreated relationships between people and building interpersonal competences.

Interactive game combines thinking activity with search for the most appropriate personal expression, the fulfillment of the common goal with the effective individual behavior. In the interactive game, interaction is modeled and stimulated by game action and thus positive behaviors are attached to the behavior.

The programs developed and the direction for the improvement of EI are theoretical grounded in three directions - humanistic, behavioral and cognitive.

In the humanistic direction, the emotional aspect, feelings, and not intellectual judgment and evaluation. The work on the development of EI is expressed, already in the possibility of full expression of emotions and inner feelings 'I', differentiation and recognition of the object that generates emotions; getting to know experiences. The whole approach is to reorganize the EI concept, the ability to reflect and self-regulate, empathy. Behavioral focus focuses on emotion management their expressive expression. It is supposed to form

stereotypes emotionally conduct that is in line with socially acceptable standards. Developing EI in the marketplace this direction is quite effective in working with children. Development Program of EI in elementary school age developed by the Lantiers, was based on the formation of the habits of self-control and regulation in conflict situations (Andreeva, p.157)

The cognitive approach emphasizes the possibility of learning new ones emotional thinking, stimulating understanding of emotions, and effective managing them. The purpose of the work is to change the way of thinking it supports non-adaptive emotional behavior.

A number of theories and approaches are possible in modern practice, productive methods for developing EI are play, art therapy, behavioral therapy, discussion method, modeling method, role-playing method, feedback, demonstration, project method. (Andreeva, p.159). It is worthwhile to pay attention to Professor Gardner's

comment on the broad one Revelation of the Theory of Multiple Intelligences in Educational Environments.

'The main in the educational trends of TMI is individualization and pluralism. Human beings differ from each other and have no significant reason to learn evaluate the same way. Instead, in the future, it is necessary to specify the way of teaching, learning and assessment, as far as possible, and based on the intellectual profile of each learner.

Such proactive individualized learning has long been possible for a group people with good financial resources. Today in the era of computers is possible individualizing training and evaluating more than ever. The pluralism is that learning can take place at any time, in heterogeneous groups and classes of any size. That is, important topics, skills, theories, must be taught in more than one way to activate the potential of multiple intelligences, including the emotional'

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