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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов имолодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

әңгімелер студенттердің жобалық әрекетінің нысаны ретінде қолданылады. Оқытудың жоғары сатысында Power Point презентациялары жұмыс құралына айналғанда, оқушылар, аудио және бейне файлдарды пайдаланады және презентацияға дауыс жазба қосып өздерінің сандық әңгімелерін құрастыра алады.

Сабақтарда сандық әңгімелерді қолдану - сабаққа дайындық сапасын жақсартады және оқытылатын материалдың мәнін тереңірек түсінуге ықпал етеді. Сандық әңгімелер – мәтіндік ақпаратты ұсынуға арналған жоғары сапалы пішім. Оқу қабілеті шет тілінде сөйлеу құзыреттілігінің маңызды құрамдас бөлігі болып табылады. Шетел тілінде оқу білу дағдысы болашақта табысты қарым-қатынас жасау үшін қажет және міндетті. Сандық әңгіме мысалында мұғалім оқушының сөйлеу дағдысын да дамытады. Шынында да, ағылшын тілін үйрену аясында бұл технология ең өзекті болып табылады, өйткені ол сандық әңгімелерді қарау және оқытылатын материалды ауызша сөйлеуде қолдану арқылы оқушылардың коммуникативті құзыреттілігін дамытуға мүмкіндік береді.

Бүгінгі таңда еліміздегі мұғалімдер де ағылшын тілі сабағында сандық әңгімелер техникасын қолданады. Еліміздегі көптеген мектептер сандық жабдықпен жабдықталған, бұл мұғалімдерге қызықты әдістерді қолдана отырып сабақ өткізуге және оқушыларды оқу үдерісіне тартуға мүмкіндік береді. Сондай-ақ мұғалімдер мен студенттерге арналған көптеген білім беру сайттары бар, оларда сіз сандық әңгімелерді құруды үйрене аласыз және сабақ барысында пайдалану үшін басқа да дайын әңгімелерді көре аласыз.

Қорытындылай келе, сандық әңгімелер технологиясы дәстүрлі әңгімелеу технологиясына негізделген инновациялық технология екенін атап өткен жөн. Сандық шет тілін меңгерудегі басты міндет болып табылатын шет тілінің коммуникативтік құзыреттілігін дамытуға ықпал етеді. Оларды дұрыс пайдаланған кезде мотивацияны арттыруға, оқу сапасын жақсартуға және шет тілін меңгеруде табысқа жетуге көмектесетін заманауи білім берудің маңызды құрамдас бөлігі бола алады.

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THE INFLUENCE OF TEACHERS' ORAL FEEDBACK ON STUDENT'S LEARNING IN THE EFL CLASSROOM

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Language serves not only as a means of communication but also reflects the essence of a community, preserving its traditions and culture. In Kazakhstan, there has been a consistent emphasis on the importance of linguistic diversity, as evidenced by the 1997 Law "On Languages in the Republic of Kazakhstan," which recognizes all languages spoken by the Kazakh people as national heritage [1].

The first President of the Republic of Kazakhstan emphasized the crucial role of education in the nation's advancement, particularly stressing the necessity of proficiency in Kazakh, Russian,

and English. Trilingualism has become an integral part of contemporary society, facilitating the expansion of knowledge, skills, and mutual understanding among individuals. Proficiency in languages is recognized as a fundamental criterion for development, a perspective seen as essential for humanity's progress. The thoughtful and effective implementation of trilingualism offers the opportunity for adaptable communication in various contexts. The truth of the well-known proverb, "The more languages you know, the more times you are a person," remains undeniable [2].

Within the modern educational framework, feedback assumes a pivotal role in shaping comprehension, catalyzing development, and augmenting students' receptivity to learning. Nonetheless, despite its significance, a challenge exists in fully grasping and optimizing the potential of this potent tool within pedagogical practices. Teacher's feedback, one of the features of teacher talk, has taken an essential and inevitable part to create communication in EFL classroom. Feedback is conceptualized as information about one's performance or understanding delivered by an agent [3]. In teaching and learning schemes, feedback is prominently introduced by Sinclair and Coulthard. It comes from the idea of I-R-F exchange structure where 'I' is the teacher initiation to pose a question, 'R' represents students' performance or work, and 'F' is the teacher feedback or follow up to students performance or work. Feedback mode can be spoken, written, and non-verbal [4].

The feedback content can support students' good performance and achievement in English learning. This brings to a noteworthy comprehension that oral feedback can contribute to the language learning [5]. As feedback in spoken mode (oral feedback) emerges frequently in EFL classroom, it becomes the focus of this study. The teaching and learning process can occur with it, teachers' oral feedback is required.

Each EFL teacher has their own unique approach to providing oral feedback. Pinto and Santos highlight the diverse array of methods employed by teachers for delivering such feedback, with various types utilized across different contexts [5]. The unpredictability of reasons behind using oral feedback stems from its multifaceted provision, as noted by Ikeda, who acknowledges the challenges teachers face in its delivery, considering the sensitivities of students.

Despite the essential role of oral feedback in the learning process, a study conducted by Hattie and Timperley underscores the significance of timely feedback in enhancing student comprehension and academic achievement [6]. This form of feedback enables swift rectification of misunderstandings and errors, fostering a deeper grasp of language structures and their application. Furthermore, individualized guidance, as advocated by Sadler, aids students in surmounting specific language hurdles and elevating their proficiency levels [7]. Additionally, Hyland asserts that oral feedback fosters dynamic engagement and dialogue between educators and learners, nurturing a supportive educational milieu conducive to linguistic exploration and development [8].

Methodology

According to Harmer, there are two forms of giving feedback, oral and written form. Oral feedback is verbal dealing which takes place between teacher and student or student and student. It can be focused on a group or more individuals. So-called collective feedback happens when the teacher collects the most common mistakes and corrects them in class, so as not to single out any individual student. This could be considered being more group-focused oral feedback. Giving feedback orally in the classroom may involve the mistake of students during the learning process. As a result, the students know in what place they have a lack of ability.

By analyzing and categorizing oral feedback used by the teachers in teaching English as a foreign language in the language learner development. The content of some previous studies, it highlights the following findings on the important role of the types of oral feedback used by the teacher in developing students skill in learning English as a foreign language.

From the analysis of data, the researcher found five types of oral feedback used by the teachers in EFL classroom. They were evaluative feedback and descriptive feedback from the theory of Tunstall and Gipss, corrective feedback from the theory of Lyster and Ranta, interactional feedback from the theory of Cullen, and motivational feedback from the theory of Mackiewicz and Thompson [9], [10], [11],[12].

The study examines the oral feedback types used by English teachers in the classroom. Out of 166 total feedbacks, corrective feedback constituted 13%, interactional feedback 43%, and motivational feedback 44%. The teacher utilized three types of corrective feedback: recast (4%), elicitation (7%). Interactional feedback included elaboration (3%) and repetition (40%). Motivational feedback, mainly praise (44%), was given by teachers. In summary, English teachers predominantly used motivational feedback, specifically praise.

Corrective feedback in the context of language learning involves providing learners with information about errors or mistakes in their language use and guiding them toward making the necessary corrections. It is a form of constructive response aimed at improving language accuracy and proficiency [13]. The teacher utilized three types of corrective feedback: recast, elicitation and repetition.

Types of corrective feedback:

Recast- "the teacher implicitly reformulates the student's error or provides the correction" without indicating that the student' utterance was incorrect. *For example:* if your student says "He go to school every day", you can repeat "He goes to school every day" with a rising intonation to signal the error [13].

Elicitation- the teacher prompts students to provide correct answers through various methods, such as posing questions like "How do we say that in French?" or allowing pauses for students to complete sentences like "It's a...." Elicitation questions stand apart from metalinguistic clues as they demand responses beyond a simple yes or no [13].

Repetition- the teacher repeats the student's error and adjusts intonation to draw student's attention to it [13].

Interactional is a kind of corrective feedback that learners receive on their erroneous utterances in the course of conversational interaction.

Elaboration- includes explanation about why an answer or action was appropriate, effective, productive or inappropriate, ineffective and unproductive. Provides opportunity and resources to relearn and revise performance. *Example*: you effectively employed positive strategies, utilizing specific positive reinforcement like 'good job' and 'well done,' which proved powerful in reinforcing positive work and behavior habits, and also in building students' confidence; furthermore, your clear voice facilitated easy comprehension and prompt adherence to instructions.

Motivational feedback refers to constructive and positive communication that is specifically designed to inspire and encourage individuals to achieve their goals, enhance their performance, and maintain a positive attitude [14].

1)   Praise- ex: Because it is very good point.
2)   Statements of encouragement/ Optimism - Okay, don't don't be shy. Don't be shy.
3)   Expression of sympathy and empathy - Okay, you can write down your point on the whiteboard and then you See so we-- understand. We can see..
4)   Demonstrations of concern for students - Say anything you like.
5)   Reinforcement of students' feeling of ownership - Hoo, you're afraid to make mistake. But different, different.
6)   Expectancy- I hope other.. participants or groups will be.. active again.

Students are likely to receive teacher assessment in terms of praise or blame. Indeed, one of our roles is to encourage students by praising them for work that is well done. Praise is a vital component in a student's motivation and progress. George Petty sees it as an element of a two-part response to student work. He calls these two parts 'medals' and 'missions'. The medal is what we give students for doing something well, and the mission is the direction we give them to improve. We should 'try to give every student some reinforcement every lesson.

This table displays the common types of oral feedback utilized by teachers during lessons, along with definitions, application methods, and examples provided for each feedback type.

Table1. Common types of oral feedback among teachers

Oral Feedback

Types of Oral Feedback	Ways of Oral Feedback	Teacher Feedback
Corrective.	Recast	Definition: Teacher reformulates all or part of a student utterance, minus the error 16 Learner: I spent all my money in clothes yesterday. Teacher: Oh, you spent all your money on clothes yesterday. Laerner: Yes
	Elicitation	Definition: The learner is prompted to reformulate their utterance Learner: I spent all my money in clothes yesterday. Teacher: I spent all my money…? Laerner: I spent all my money…on clothes yesterday
	Repetition	Defintion : The teacher repeats the learner utterance, including any error(s). Learner: I spent all my money in clothes yesterday. Teacher: I spent all my money in clothes yesterday? Learner: I spent all my money…on clothes yesterday.
Interactional	Elaboration	Elaboration is the informational aspect of the message, providing relevant cues to guide the learner toward a correct answer Example: You employed effective strategies that engaged students, using positive reinforcement like "good job" and "well done" with specific students.
Motivational	Praise	"Keep up the great work!"
	Statements of encouragement/ Optimism	Good luck today! I know you'll do great.
	Expression of sympathy and empathy	Okay, you can write down your point on the whiteboard and then you See so we-- understand. We can see
	Demonstrations of concern for students -	Say anything you like
	Reinforcement of students' feeling of ownership	Hoo, you're afraid to make mistake. But different, different
	Expectancy	One of the most common expectancy theory examples is people working harder when they believe the added effort will help them achieve a goal and be rewarded

This table provides teachers with a comprehensive understanding of oral feedback methods, helping them choose appropriate strategies for various educational situations. Additionally, it contains specific examples that assist teachers in effectively applying these methods. This, in turn, improves communication skills and fosters a supportive classroom atmosphere, encouraging active student participation and enhancing their academic performance.

Results

Based on the study's findings, teachers predominantly utilize three types of oral feedback in the classroom: corrective, interactive, and motivational. Despite the existence of twelve potential types of oral feedback, only six are actually implemented. Motivational feedback, particularly praise, proves to be the most prevalent at 50%, while corrective feedback sees significantly less usage. Praise constitutes 44% of all oral feedback instances, while alterations, requests for clarification, and comments are exceptionally rare, each comprising only 2%. Notably, certain

feedback types, such as explicit correction and metalinguistic feedback, are never employed by teachers.

Teachers' utilization of oral feedback stems from its perceived necessity and role in assessing student performance. By providing feedback, educators acknowledge students' efforts and guide them toward improvement. Furthermore, motivational feedback bolsters students' confidence and fosters appreciation for teachers' support, on the positive effects of corrective and interactive feedback in enhancing student confidence and optimism.

This study diverges from Santos and Joe Pinto's research, which underscored the importance of feedback across various learning contexts without establishing clear correlations between process, outcome, and concept.

Conclusion

Feedback in education is essential for enhancing understanding, fostering development, and promoting student engagement. Despite its recognized importance, optimizing its effectiveness remains a challenge. Teacher feedback, a cornerstone of classroom dynamics, is crucial in EFL instruction, providing valuable insights into students' performance and comprehension.

Various theoretical frameworks underlie the oral feedback techniques used by EFL instructors, including evaluative, corrective, descriptive, interactional, and motivational feedback. While existing research focuses on established methods, this study identifies innovative approaches within interactional and motivational feedback, enriching pedagogical practices.

Oral feedback, delivered during classroom interactions, addresses students' learning needs and supports linguistic growth. Analyzing educators' feedback practices reveals their prevalence and effectiveness in nurturing language development. For instance, corrective feedback rectifies language errors using strategies like recasting, elicitation, and repetition. Interactional feedback expands on student responses to enhance comprehension, while motivational feedback aims to inspire academic progress.

In conclusion, oral feedback is pivotal in guiding students through their language learning journey. Through diverse strategies, teachers provide invaluable support, contributing to students' linguistic proficiency and overall academic success. As educational approaches evolve, understanding and implementing effective feedback mechanisms remain essential for student achievement and language competence."

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ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ПРИ РАЗВИТИИ ЯЗЫКОВЫХ НАВЫКОВ СТУДЕНТОВ

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В контексте стремительного развития информационно-коммуникационных технологий наблюдается повсеместное распространение мобильных устройств, интегрирующихся во все сферы жизни человека. Образовательная область не стала исключением: мобильные приложения активно задействуются в процессе обучения, открывая новые горизонты для изучения языков.

Стремительное развитие информационно-коммуникационных технологий в последние десятилетия обусловило трансформацию различных сфер жизни, включая образовательную область. Компьютеризация общества, расширение функционала программных приложений, увеличение вычислительных мощностей мобильных устройств явились естественными катализаторами для появления инновационных подходов к методике обучения иностранным языкам. Среди таких подходов особую актуальность приобретают CALL (Computer Assisted Language Learning) и MALL (Mobile Assisted Language Learning).

CALL и MALL – это перспективные направления в методике обучения иностранным языкам, которые имеют большой потенциал для повышения качества языкового образования. В будущем эти подходы будут продолжать развиваться и играть все более важную роль в языковом образовании.

MALL – это более новое направление в методике обучения, которое используует мобильные устройства (смартфоны, планшеты) для достижения тех же целей, что и CALL. MALL-приложения могут быть более интерактивными и увлекательными, чем CALL-приложения, что делает изучение языка более интересным и эффективным.

Многие исследователи констатируют неоспоримые преимущества данного подхода:

1)   Дополнения и расширения традиционных методов обучения: MALL-приложения могут использоваться для предоставления дополнительных материалов для обучения, таких как словари, грамматические упражнения, аудио- и видеоматериалы [1].

2)   Персонализации обучения: MALL-приложения могут адаптироваться к индивидуальным потребностям каждого обучающегося, предоставляя ему материалы, соответствующие его уровню знаний и стилю обучения [2].

3)   Повышения мотивации: MALL-приложения могут сделать изучение языка более увлекательным и интерактивным, что может повысить мотивацию обучающихся [3].