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**«МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ:
ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДЫҢ ЗАМАНАУЫ МӘСЕЛЕЛЕРІ»**
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Proceedings includes research papers of the participants of the anual International Scientific and Practical Online Conference "Multicultural Communication: Modern Issues of Foreign Language Teaching", that took place and was organized by the Faculty of Philology (Foreign Languages Department, Foreign Languages Theory and Practice Department) on April 22, 2024. The conference was held according to the university plan. Proceedings of the conference can be of great interest to researchers, teachers and students engaged in research in the field of modern foreign language methodology, linguistics and text issues and contemporary approaches to training foreign language teaching personnel.

Authors are fully responsible for the content of research papers and the correctness of the facts indicated in them.

CONTENTS

PLENARY REPORTS

SECTIONAL REPORTS

intelligence continues to develop, having a significant impact on various areas of human activity, from business to medicine. While machine learning has become an important tool for solving complex problems and predicting trends, neural networks, in turn, are a powerful tool for analyzing data based on the biological principles of the brain.

The use of artificial intelligence in education is a two-way opportunity: it leads to both new teaching methods adapted to the individual needs of students, and the risks associated with technology abuse, as well as social and ethical issues such as job loss and data privacy. However, in the right context and with proper oversight, the integration of artificial intelligence can indeed be a powerful tool for contemporary education, offering students new opportunities for learning and advancement.

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THE IMPORTANCE AND METHODS TO DEVELOP CRITICAL THINKING IN THE EFL CLASSROOM

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Аңдатпа. *Бұл мақалада ағылшын тілі шет тілі ретінде қолданылатын сабақтарда сыни тұрғыдан ойлауды дамытудың маңыздылығы, осы дағдыны дамытуда мұғалімдердің кездесетін негізгі қиындықтары талқыланады, сонымен қатар сараланған тәсілді қолдана отырып, сыни тұрғыдан ойлауды дамытуға ықпал ететін технологиялар сипатталады.*

Түйін сөздер: *Сыни тұрғыдан ойлау, ағылшын тілі шет тілі ретінде, сараланған тәсіл, ойлау процесі, ойлауға үйрету*

Аннотация. *В данной статье рассматриваются важность развития критического мышления на занятиях английского языка как иностранного, основные трудности с которыми сталкиваются преподаватели при формировании этого навыка, а также описаны технологии, которые способствуют развитию критического мышления с применением дифференцированного подхода.*

Ключевые слова: *Критическое мышления, английский как иностранный язык, дифферен-цированный подход, процесс мышле-*

Abstract. *This article discusses the importance of developing critical thinking in English as a foreign language classes, the main difficulties faced by teachers in the formation of this skill, as well as describes technologies, that promote critical thinking with a differentiated approach.*

Key words: *Critical thinking, English as a foreign language, differentiated approach, process of*

технологиялары, сыни тұрғыдан ойлау дағдылары	ния, технологии обучения мышлению, навыки критического мышления	thinking, technology teaching thinking, critical thinking skills

INTRODUCTION
The Importance of Critical Thinking

Critical thinking, a term often heard in educational circles, refers to the ability to analyze, evaluate, and interpret information in a thoughtful and logical manner. In essence, it's about going beyond simply accepting information at face value and instead questioning, reasoning, and drawing informed conclusions.

Critical thinking is the ability to analyze information using reliable evidence and making a logical and balanced conclusion. It involves researching, evaluating evidence, and using your own knowledge to find a solution or reach a decision. Critical thinking requires students to engage in a deeper level of thinking to reach a meaningful understanding of a topic. Students who are critical thinkers think independently, make well- informed decisions, and consider different viewpoints – skills needed throughout their lives. In the context of an English as a Foreign Language (EFL) classroom, critical thinking extends beyond language proficiency to encompass the ability to understand cultural nuances, interpret texts, and communicate effectively in various contexts.

The importance of developing critical thinking skills in the EFL classroom is undeniable. It increases confidence in our ability to analyze and evaluate information, helps us make informed decisions, problem solve, and cope with challenges, empowers us to trust the choices and decisions we make, aids us in adapting to changes more effectively and positively and improves our ability to recognize facts, opinions, and misinformation. In terms of language learning, it goes beyond simply memorizing vocabulary and grammar rules. Critical thinking empowers students to engage deeply with the language, understand its nuances, and express themselves effectively. It's not just about learning English; it's about using English to think critically, solve problems, and communicate ideas persuasively.

Critical thinking is an essential skill that aids individuals in clear thinking and making sensible decisions promptly. It is a skill that can be acquired and honed throughout life. According to Elder (2007), critical thinking is self-guided and self-disciplined, striving to reason at the highest quality level in an impartial manner. Individuals who possess critical thinking skills consistently strive to live rationally, reasonably, and empathically. People with critical thinking capabilities can adeptly tackle complex problems and tasks as they approach things objectively. Furthermore, improving critical thinking necessitates the deliberate development of specific skills and abilities in processing information, considering various viewpoints, and problem-solving.

As per the aforementioned definition, it is evident that critical thinking can assist learners in achieving their educational goals and attaining effective leadership skills. In discussions, debates, or round table talks, critical thinking is indispensable, often leading to success. Regarded as quality thinking, critical thinking aids students in enhancing their communication with others, facilitating the acquisition of new knowledge, and navigating beliefs, attitudes, and ideas with greater ease.

However, it's acknowledged that everyday communication may not always demand critical or creative thinking for decision-making. Yet, when learning a foreign language, even basic survival language skills may require deeper thought to effectively communicate. This is because languages are deeply intertwined with culture. David Crystal noted that cultural differences are reflected in languages, impacting vocabulary, grammar, and even modality. Therefore, learners must accept these cultural disparities as natural aspects of verbal expression within different cultural contexts. Critical thinking aids learners in swiftly transitioning between languages, especially when confronted with linguistic nuances.

Moreover, incorporating critical thinking into lessons enhances the learning process, making it more engaging and effective. It serves as a potent method for rapid theme and topic memorization.

For instance, when learners habitually question 'How?', 'Why?', and 'What?' during learning, it imbues language learning with deeper meaning. Students proficient in critical thinking can tackle complex tasks that others may find challenging, thereby fostering motivation and inspiration for continued learning.

Research by Mahyuddin et al. (2004) suggests that language learners with critical thinking abilities excel in achieving curriculum goals, decision-making, problem-solving, and lifelong learning. Critical thinking encourages learners to delve deeper into reading, acquiring knowledge, and seeking information, thus propelling them toward academic success. It equips individuals with effective thinking skills, enhancing executive functions such as focused thought and problem-solving.

While the benefits of critical thinking in learning are apparent, implementing it in classrooms poses challenges. However, despite these obstacles, nurturing critical thinking skills remains paramount for fostering well-rounded, intellectually agile learners.

Challenges in Developing Critical Thinking

Despite its importance, there are challenges that hinder teachers from focusing on developing critical thinking in their EFL classes.

Firstly, one of the primary obstacles is the time-intensive nature of critical thinking activities. Developing critical thinking skills requires thoughtful planning and execution, which can consume valuable class time. With numerous topics to cover and limited hours available, teachers may find it challenging to allocate sufficient time for activities that promote critical thinking.

Secondly, some teachers feel that focusing on critical thinking detracts from covering the curriculum. They may worry that dedicating time to critical thinking activities will result in less time available for delivering content and meeting curriculum objectives. This perceived conflict between fostering critical thinking and covering curriculum content can create a dilemma for teachers.

Thirdly, effectively facilitating critical thinking activities requires specialized training and expertise. Many teachers may lack the necessary pedagogical knowledge or experience to design and implement engaging critical thinking tasks. Without adequate training and support, teachers may struggle to create meaningful learning experiences that promote critical thinking skills.

Lastly, there is a misconception among some teachers, particularly those working with beginning-level learners, that critical thinking is only suitable for advanced students. They may believe that beginners lack the language proficiency or cognitive abilities necessary for engaging in critical thinking activities. This misconception can lead to critical thinking being overlooked or neglected in classrooms with lower-level learners.

Moreover, language barriers can pose challenges in facilitating meaningful discussions and debates, which are key components of critical thinking instruction. Cultural differences and diverse learner backgrounds may also impact students' ability to engage critically with English-language texts and concepts. Furthermore, assessing critical thinking skills can be challenging, as it often requires subjective judgment and qualitative evaluation.

Despite these challenges, it's essential for teachers to recognize the value of critical thinking and find ways to overcome these obstacles. Providing teachers with adequate training and support can help build their confidence and competence in implementing critical thinking strategies. Additionally, integrating critical thinking into the curriculum in a balanced way, alongside content delivery, can help alleviate concerns about time constraints. By addressing these challenges head-on, teachers can create enriching learning experiences that foster critical thinking skills in all students, regardless of their proficiency level.

Methods to Develop Critical Thinking

Despite these challenges, there are several effective methods that teachers can employ to foster critical thinking in the EFL classroom. One approach is to incorporate critical thinking tasks into lesson plans, such as analyzing authentic English-language texts, engaging in discussions, and

solving real-world problems. Encouraging students to ask questions, challenge assumptions, and support their arguments with evidence can also promote critical thinking skills.

Some other methods can be asking open-ended questions to elicit critical thinking, filling a profile and doing research, using some technologies like think-pair-share and four corners and doing reflection tasks. Let's consider these methods individually:

Open-ended questions are queries that invite individuals to respond with more than a simple "yes" or "no" answer, encouraging them to provide detailed and thoughtful responses. Unlike closed-ended questions, which have specific answers, open-ended questions allow for varied and expansive responses, fostering deeper reflection and critical thinking. By encouraging individuals to articulate their thoughts, opinions, and experiences, open-ended questions promote active engagement and stimulate higher-order thinking skills. For beginner-level EFL students, open-ended questions may include prompts such as "What is your favorite food?" or "Tell me about your family." These questions provide students with opportunities to practice basic vocabulary and sentence structure while expressing their preferences and personal experiences. For proficiency-level students, open-ended questions may be more complex, such as "How do you think advancements in technology have changed society?" or "What are the ethical implications of genetic engineering?" These questions prompt students to analyze issues from multiple perspectives, formulate reasoned arguments, and articulate their insights, thereby fostering critical thinking skills at an advanced level.

The "think-pair-share" teaching method is a valuable instructional strategy that encourages active participation and collaboration among students. In this approach, students are first given a prompt or question to consider independently, prompting them to think critically about the topic at hand. After individual reflection, students are paired up to discuss their thoughts and ideas with a partner, providing an opportunity for peer interaction and the exchange of perspectives. Finally, students share their insights with the larger group, allowing for further discussion and collective learning. This method is beneficial for several reasons. Firstly, it promotes student engagement by encouraging individual reflection and peer interaction, fostering a deeper understanding of the material. Secondly, it enhances communication skills as students articulate their thoughts and engage in meaningful dialogue with their peers. Additionally, ""think-pair-share" facilitates active learning, as students take ownership of their learning process and contribute to the collective knowledge of the classroom. To implement this method in the EFL classroom, teachers can start by posing a thought-provoking question related to the lesson content. Students are given a few minutes to silently reflect on the question before pairing up with a partner to discuss their responses. During the discussion phase, teachers can circulate the classroom, providing support and guidance as needed. Finally, students share their ideas with the whole class, encouraging participation from all students and promoting a collaborative learning environment. Through the "think-pair-share" method, teachers can effectively engage students in critical thinking, communication, and collaboration, enhancing the overall learning experience in the EFL classroom.

The "Four Corners" teaching method is a dynamic and interactive instructional strategy that offers numerous benefits in the EFL classroom. This approach involves dividing the classroom into four distinct corners, each representing a different response or viewpoint related to a specific question or topic. Students then move to the corner that aligns with their opinion or perspective, engaging in discussions and sharing their viewpoints with peers. This method is particularly useful for promoting critical thinking, active participation, and peer collaboration. It encourages students to consider multiple perspectives, weigh different viewpoints, and defend their opinions, fostering a deeper understanding of the topic at hand. Additionally, "Four Corners" enhances communication skills as students articulate their thoughts and engage in respectful dialogue with classmates. To implement this method in the EFL classroom, teachers can start by selecting a thought-provoking question or topic relevant to the lesson content. They then designate four corners of the classroom, each representing a different response option (e.g., strongly agree, agree, disagree, strongly

disagree). Students are given time to silently consider their viewpoint before moving to the corner that best reflects their opinion. Once in their designated corners, students engage in discussions with peers who share similar or differing viewpoints, exchanging ideas and reasoning behind their choices. Finally, students reconvene as a whole class to share insights and reflections from their discussions. Through the "Four Corners" method, teachers can create an engaging and collaborative learning environment that encourages critical thinking and active participation, thereby enhancing the overall learning experience in the EFL classroom.

Reflection tasks serve as invaluable tools for cultivating critical thinking skills in the EFL classroom. These tasks prompt students to contemplate and analyze their learning experiences, encouraging them to assess their understanding, identify areas for improvement, and make connections between concepts. By engaging in reflective activities, students develop metacognitive awareness, enabling them to think critically about their learning process and strategies. This method is useful as it fosters a deeper level of engagement with the material, promotes self-directed learning, and enhances students' ability to evaluate their own progress. Moreover, reflection tasks provide opportunities for students to express their thoughts, opinions, and insights in a structured manner, thus honing their communication skills. In the EFL classroom, reflection tasks can take various forms, such as journal writing, group discussions, or self-assessment exercises. For example, students may be asked to write a reflective journal entry discussing the challenges they faced while completing a language task and strategies they employed to overcome them. Alternatively, students could engage in a peer discussion where they reflect on their language learning goals, progress, and areas for improvement. Through reflection tasks, students develop the critical thinking skills necessary for academic success and lifelong learning.

Furthermore, collaborative learning activities, such as group projects and debates, can encourage students to consider multiple perspectives and work together to find solutions. Integrating technology into lessons, such as online research tools and multimedia resources, can also provide opportunities for interactive learning and critical inquiry. Additionally, providing constructive feedback and guidance to students as they develop their critical thinking skills is essential for their growth and development.

CONCLUSION

In conclusion, cultivating critical thinking in the EFL classroom is essential for empowering students to become independent, confident, and effective communicators in English. Despite the challenges involved, employing innovative teaching methods, creating a supportive learning environment, and providing opportunities for meaningful engagement can help students develop the critical thinking skills they need to succeed in academics, careers, and life. Additionally, the importance for FL teaching is that Integrating critical thinking in EFL classes accelerates language learning, fosters intrinsic motivation, and empowers students to reach their potential.

Moreover, critical thinking is a skill that transcends language learning. It's a vital skill for success in academics, careers, and everyday life. In today's fast-paced world, where information is abundant and opinions are aplenty, the ability to think critically is more valuable than ever. It enables individuals to navigate complex issues, make informed decisions, and adapt to changing circumstances.

It was given only a few methods to enhance critical thinking which can help learners think critically. Every teacher can use a variety of methods in the lesson from their own view and fantasy.

Critical thinking needs improving among language learners due to its significance in developing effective language learning. Encouraging critical thinking among students is one of the most important tasks of language teachers. On the whole, critical thinking should be considered as an essential process in language learning in every EFL classroom.

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ADAPTING ENGLISH LANGUAGE TEACHING TO ONLINE ENVIRONMENTS

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Аңдатпа. *Бұл мақалада ағылшын тілі мұғалімдерін қашықтықтан білім беру контекстінде, әсіресе COVID-19 пандемиясымен байланысты проблемалар жағдайында онлайн ортаға бейімдеу қарастырылады. Онда теориялық негіздер, педагогикалық бейімделулер, проблемалар мен практиканың салдары қарастырылады. Ағылшын тілі педагогикасы бойынша шет тілі , онлайн оқыту және білім беру технологиялары сияқты әдебиеттерге сүйене отырып, зерттеу технология-ларды мұғалімдерді даярлау бағдарламаларына интеграциялау туралы жан-жақты түсінік береді. Кейс-стади мен аралас әдістер тәсілінің көмегімен ол мұғалімдерді онлайн оқытудың күрделілігі мен динамикасын қарастырады, цифрлық контексте оқыту нәтижелерін*

Аннотация. *В данной статье рассматривается адаптация подготовки учителей английского языка к онлайн-среде в контексте дистанционного образования, особенно в условиях проблем, связанных с пандемией COVID-19. В ней рассматриваются теоретические основы, педагогические адаптации, проблемы и последствия для практики. Опираясь на литературу по педагогике английского языка как иностранного, онлайн-обучению и образовательным технологиям, исследование дает всестороннее представление об интеграции технологий в программы подготовки учителей. С помощью тематических исследований и подхода со смешанными методами в нем рассматриваются сложности и динамика онлайн-обучения учителей, подчеркивается необходимость улучшения*

Abstract. *This article explores the adaptation of English language teacher training to online environments in the context of distance education, particularly amidst the challenges posed by the COVID-19 pandemic. It delves into theoretical frameworks, pedagogical adaptations, challenges, and implications for practice. Drawing from literature in English as a Foreign Language (EFL) pedagogy, online learning, and educational technology, the study provides a comprehensive understanding of integrating technology in EFL teacher training programs. Through case studies and a mixed-methods approach, it examines the complexities and dynamics of online teacher training, emphasizing the need for*