Moving forward, further research is needed to explore the optimal strategies for incorporating proverbs and sayings into language curricula and to assess their long-term impact on language acquisition and intercultural communication skills.

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LINGUODIDACTIC FEATURES OF DEVELOPING READING SKILLS USING ENGLISH MEDIA RESOURCES

Tashbulatova D.,
Amangeldy S.,
Dandibayeva A.
K. Zhubanov Aktobe Regional University
Scientific supervisor –
Senior lecturer -**Peschanskaya T.I.**

Today, any creative media production is possible with the help of technology. One of the most successful concepts in the development of the media industry and the relationship between the media and its audience has been made possible by multimedia. Experts define it as the name implies the integration of multiple forms of media through computer hardware and software. Media surrounds us day in and day out and media texts are becoming the type of texts that almost every person in the

world reads and views, making this type of text useful for pedagogical activities [1, p. 48].

It is worth starting from the fact that reading is an independent type of speech activity, which provides a written form of communication. It occupies one of the main places in terms of use, importance and accessibility. Reading refers to receptive types of speech activity, as it is associated with the perception (reception) and understanding of information encoded by graphic signs.

In reading, there is a content plan (i.e. what the text is about) and a procedural plan (how to read and sound out the text). In the content plan the result of reading activity will be reading comprehension; in the procedural plan - the reading process itself, i.e. correlation of graphemes with phonemes, the formation of holistic methods of recognising graphic signs, the formation of internal speech hearing, translation inwardly of external speaking, reduction of internal speaking and the establishment of a direct connection between semantic and graphic complexes, which finds expression in reading aloud and to oneself, slow and fast, with full understanding or with general coverage.

In the process of teaching a foreign language at school, reading, like speaking, acts as an end and a means: in the first case, learners should master reading as a source of information acquisition; in the second case, they should use reading to better assimilate linguistic and speech material. The reasons for reading and listening are divided into four broad categories:

To maintain good social relationships. Conversation with a friend is usually not message orientated. What really matters is the goodwill that is maintained or established during the conversation. For entertainment. Listening to some jokes, stories, songs, plays, and radio programs is mainly for entertainment and not for, say, professional development or education. To get information needed for daily life. Listening to news programs, directions on how to get to different places, weather and travel forecasts are very important for people in their daily lives [2, p. 27-28].

Reading is an independent type of speech activity, which provides a written form of communication. It occupies one of the main places in terms of use, importance and accessibility. Moreover, it is also important to emphasize in our article, that in the process of teaching a foreign language at school, reading, as well as oral speech, acts as a goal and a means: in the first case, students must master reading as a source of information acquisition; in the second case - to use reading for better learning of linguistic and speech material. The use of reading as a source of information creates the necessary conditions for stimulating interest in the study of this subject at school, which the student can satisfy independently, since reading requires neither

interlocutors nor listeners, but only a book. Mastering the ability to read in a foreign language makes it real and possible to achieve the educational, educational and developmental goals of the subject. It allows the teacher to contribute to the education of a comprehensively developed, socially active personality.

It should be noted that various media texts, be they television or newspaper, often change expressions and standards of media fields and comments, changing facts and assessment of actions, further changing both official information and everyday applied material. The most striking distinctive feature of mass media texts is the interaction between the news field and opinion [3, p. 315].

All media texts are based on blocks on which information is divided. Most often, they are divided into easily and quickly digestible parts, which simplify the perception and assimilation of information. Moreover, it is important to note that mass-communicative texts have a distinct syncretism, which is isolated by technical possibilities, in connection with which rapid evolution is emphasized.

The Internet space has significantly expanded the possibilities of journalistic style both in content and stylistic terms. At the same time, in the era of digital media, we observe the active development of the phenomenon of rewriting - the creation of a text based on another source.

The definition of a media text goes beyond the traditional view of a text as a sequence of words. It is much broader and includes voice and sound parameters, visual images, that is, media texts embody the technologies used for their creation and distribution. In this regard, an important parameter of a media text becomes the problem of media perception, which constitutes a task for many comprehensive studies.

Perception is a sensual reflection of objects and phenomena of objective reality in the totality of their inherent properties and features under direct impact on the senses. Another categorical feature of media speech is evaluation. This is the most important feature of journalistic speech, and, of course, the forms of its expression in media discourse should not only meet the requirements of accuracy, reflection, and argumentation, but also meet the cultural and moral attitudes of the audience.

The language of the media of our century is interactive, dialogical and potentially hyperactive textual; it exhibits stylistic diversity depending on the social orientation of the publication and is produced in certain cultural and linguistic forms. They bring qualities such as polyphony, polycodality, and visualisation.

Media speech is anthropocentric, reflects the author's worldview, interpretation of events and phenomena, it is directed not at the average citizen, but at the representatives of at least a certain stratum, individual. Therefore, when working with

multimedia texts, it is necessary to develop the skill of different types of reading (introductory, visualizing, research, educational). When working with any text, there are three main stages of work: pre-text, text, and post-text stages. The tasks can be different, depending on the types of reading. Let us focus on the algorithm of working with multimedia text in high school lessons in more detail [4, p. 91].

The first stage takes the form of a conversation. The teacher asks the class a series of preliminary questions that address the topic of the text and thus contribute to further comprehension of its content. The second task of the teacher is to support the students in analysing the text, to eliminate difficulties of lexical and grammatical nature. However, the main period of direct comprehension is the tasks aimed at a deeper understanding of the content of the text. Similarly, based on the above, the algorithm of work with a multimedia text does not differ from the algorithm of work with any other text. All the types of exercises under consideration allow developing communicative skills, accumulating a lexical reserve and expanding ideas about the society and culture of the target language.

Reading a text should be preceded by work on eliminating lexical and grammatical difficulties arising when reading newspaper texts in the original. The correct understanding of the text may be hindered by ignorance of the political situation and the realities of the state in which the event took place. The teacher's explanations are also needed here. Since the main purpose of reading newspaper texts is to read for oneself, those teachers who like to read aloud in high school are mistaken.

Moreover, reading aloud is necessary only when mastering the graphic system of the language, which should be done in the lower grades, although it is useful at the advanced stage of language learning. However, reading aloud when working with the paper cannot be omitted completely. For example, during the preliminary work on elimination of difficulties it is also recommended to read aloud and translate not headlines, sentences, but sometimes full paragraphs, which prove to be the most difficult to understand. The place of translation should be mentioned separately. A very important thing that contributes to the success in using newspapers and magazines in improving reading skill is careful design of assignments.

As already reported, the most important goal of working with newspaper texts is to teach students to read independently with untranslated comprehension, as only this type of reading allows students to concentrate on the text, to teach them to extract information from the text [5, p. 79]. This is one of the main practical goals of teaching a foreign language. As a result, especially at the initial stage, it is necessary to select such simple newspaper articles that guarantee that learners can understand what is

being read without knowing all the words, resorting to linguistic guesswork, without focusing on unfamiliar words, i.e. without translation.

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ON THE TASKS OF MULTILINGUAL EDUCATION IN KAZAKHSTAN

1st year student **Uksumbaeva Ayazhan,**
AP "Physical Culture and Sport"
Aktobe Regional University named after
K. Zhubanov, Aktobe, Kazakhstan
Senior lecturer- **Sagiyeva A.T.**

sagieva.aelita@mail.ru

Abstract. The Republic of Kazakhstan is carrying out a radical modernization of the education system, actively implementing a policy of multilingualism in the educational process. None of the CIS countries develops multilingualism at the state level. At the present stage of development of the Kazakh society, bilingualism is gradually beginning to be replaced by multilingualism. A strategically important task of Kazakhstan's language policy is the need to master Kazakh, Russian and English. The purpose of the article is to show the problems and mechanisms of training multilingual personnel in the republic.
Keywords: multilingualism, language policy, multilingual education.