

showed a significant difference between the results of the experimental and control groups. Based on the results given by the authors, cooperative learning had a positive impact on the learners' speaking skills, they became more confident and more willing to talk. Also, a more friendly and supportive learning environment was created in the classroom, in which learners had more opportunities and enjoyed the freedom to practice the target language.

Conclusion. To sum up, cooperative learning as a student-centered method improves the learners' oral communication skills and motivated them to study. With the above activities that can be used in English classrooms, teachers and pupils can achieve excellent results as shown in the studies of researchers.

REFERENCES:

1. Namaziandost, E., & Ahmadi, S. (2019). The assessment of oral proficiency through holistic and analytic techniques of scoring: A comparative study. *Applied Linguistics Research Journal*, 3(2). <http://doi.org/10.14744/alrj.2019.83792>
2. Ibrahim, N., Shak, M. S. Y., Mohd, T., Zaidi, A., & Yasin, S. M. A. (2015). The Importance of Implementing Collaborative Learning in the English as a Second Language (ESL) Classroom in Malaysia.
3. Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). The nuts and bolts of cooperative learning.
4. The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills. *Asian EFL Journal Research Articles*. Vol. 27 Issue No. 2.3 April 2020
5. Cameron, L. 2001. Teaching Languages to Young Learners.
6. Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *The TESL Journal*. Vol. XII, No. 11, November 2006. <http://iteslj.org/Articles/KayiTeachingSpeaking.html>. Retrieved on May 28, 2010.
7. mailto:https://ust.kz/word/using_learning_in_cooperation_technique_in_developing_speaking_skills_at_the_intermediate_level_of_teaching-161334.html
8. The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English. *National Research University Higher School of Economics Journal of Language & Education* Volume 5, Issue 3, 2019

UDC 811.11

<https://doi.org/10.53355/c2266-6734-1137-a>

LINGUA CULTURAL ASPECTS OF TEACHING KAZAKH AND ENGLISH PROVERBS OF «HOMELAND» CONCEPT

Abilgazyeva Z.K., senior-lecturer

Rashitova A., 4th year student of foreign language: two foreign languages educational program
Zhetysu University named after I. Zhansugurov, Taldykorgan

E-mail: rashitova_akmaral@mail.ru, abilgazyeva@mail.ru

This article considers the peculiarities of lingua cultural aspects of teaching Kazakh and English proverbs of «homeland» concept. Today, much attention is paid to the study of language not only as a means of communication, but also as a core component of the culture of the people. Through language, people convey their unique culture, how they evaluate the world around them, how they see themselves in this world. To date, the role of the place of birth, the territory of residence, the traditions of the ethnic group and the linguistic community in the life of an individual is being actively comprehended, and studies of the peculiarities of the national mentality are becoming increasingly of practical value. Therefore, we wondered if there are features of the image of the homeland in Kazakh and English proverbs and whether they differ significantly.

Key words: *lingua cultural aspect, «homeland» concept, Kazakh proverbs, English proverbs*

Бұл мақалада «Отан» концептінің қазақ және ағылшын мақал-мәтелдерін оқытудың лингвомәдени аспектілерінің ерекшеліктері қарастырылады. Бүгінгі таңда тіл үйренуге қарым-қатынас құралы ретінде ғана емес, сонымен қатар халық мәдениетінің негізгі құрамдас бөлігі ретінде де көп көңіл бөлінеді. Тіл арқылы адамдар өздерінің ерекше мәдениетін, айналасындағы әлемді қалай бағалайтынын, өздерін осы әлемде қалай көретіндерін жеткізеді. Бүгінгі таңда жеке адамның өміріндегі туған жерінің, тұрғылықты жерінің, этнос дәстүрлерінің және тілдік қоғамдастықтың рөлі белсенді түрде талқыланады, ал ұлттық менталитеттің ерекшеліктерін зерттеу барған сайын практикалық маңызға ие болуда. Сондықтан біз ағылшын және қазақ мақал-мәтелдерінде «Отан» бейнесінің ерекшеліктерін зерртеп, олардың ерекшеліктерін айқындауды мақсат еттік.

Тірек сөздер: *лингвомәдени аспект, «Отан» концепті, қазақ мақал-мәтелдері, ағылшын мақал-мәтелдері.*

В данной статье рассматриваются особенности лингвокультурологических аспектов преподавания казахских и английских пословиц концепта «родина». Сегодня большое внимание уделяется изучению языка не только как средства общения, но и как основного компонента культуры народа. С помощью языка люди передают свою уникальную культуру, то, как они оценивают окружающий мир, как они видят себя в этом мире. На сегодняшний день активно осмысливается роль места рождения, территории проживания, традиций этноса и языковой общности в жизни отдельного человека, а исследования особенностей национального менталитета приобретают все большее практическое значение. Поэтому мы задались вопросом, есть ли особенности образа родины в английских и казахских пословицах и существенно ли они отличаются.

Ключевые слова: *лингвокультурный аспект, концепт «родина», казахские пословицы, английские пословицы*

Introduction. The focus of modern linguistics is on the problems associated with the reflection of national culture and history in languages. The role of language in the accumulation of culture is obvious and very great. At the same time, the language, being one of the main features of the nation, expresses the culture of the people who speak it, i.e. creates a national culture. Proverbs are an indispensable material for the study of the culture of the people. Since proverbs have complex semantics and form and at the same time gravitate both to the range of linguistic phenomena and to the field of folklore, for a long time paremia remained on the periphery of the research attention of linguists, although in folklore proverbs received a fairly thorough and in-depth description (V.I. Dahl, A.N. Veselovsky, A.A. Potebnya, S.G. Lazutin, etc.). Along with the folkloristic, literary, and linguistic approaches to paroemias, another, linguoculturological approach has emerged. Proverbs and sayings turned out to be interesting to researchers in the aspect of embodying them as a stable one, linguoculturological approach. Proverbs and sayings turned out to be interesting to researchers in the aspect of their embodiment as stable phrases of folk psychology and philosophy (I.M. Snegireva, F.I. Buslaeva, I.D. Belova). The focus of many private studies of linguistic means, concentrating on conveying the specifics of folk psychology and philosophy, are currently also paremia.

There are numerous Kazakhstani researchers dealing with this problem among them E. Erbotin, S. Kaliyev, B. Kirisbayev.

For adequate intercultural communication, it is necessary to understand various aspects of speech behavior. The study of the implementation of the linguistic and cultural dominant in proverbs allows us to identify some features of the language system and norms of behavior in their relationship, which helps to make intercultural communication adequate, and this determines the

relevance of this study. The object of the study is a corpus of Kazakh and English proverbs selected from dictionaries of various types with the linguocultural dominant «homeland».

Main part. The material for the study was the data of a continuous sample from proverbs collections of English and Kazakh languages, dictionaries of synonyms, proverbs and sayings. Language as one of the main features of a nation expresses the culture of the people who speak it, that is, the national culture. Two national cultures never completely coincide. Each culture is individual and distinctive and includes a number of culturally specific and ethnospecific aspects that form the national mentality.

If we consider these proverbs in more detail, we can see that there are significant discrepancies in the transfer of the image of the homeland in Kazakh and English languages. The overwhelming love of Kazakh people for their homeland, its glorification and pride in the motherland catches the eye. Kazakh proverbs and sayings consistently – from the «small homeland» to the glorification of the capital, natural resources, and the Kazakh people as a whole - trace boundless love and pride for the motherland, the capital, the united Kazakh nations, the beauty of nature and its riches. Therefore, the image of «homeland» carries a rather «broad» concept, reflecting a person's boundless love for the homeland. We have determined that in most cases there is a line of comparison between the concept of «Mother» and «Homeland» as the most valuable components for Kazakh people, it can be mirrored in the Kazakh proverb «Отан- елдің анасы, ел-ердің анасы», we could not discover the English proverb with identical components of «Mother» and «Homeland», however it is worth noticing that Englishmen use semantical unit «Motherland» as an alternative to «homeland».

We have identified proverbs that carry a patriotic character, to illustrate «Өзге елде сұлтан болғаниша өз еліңде ұлтан бол», «Үйде оңбаған түзде де оңбайды», «Бақа көлінде патша, балық суында патша, жігіт елінде патша» and many others. There are plenty of patriotic English proverbs too, such as «To live is to serve the Motherland», «Ask not what your country can do for you, ask what you can do for your country» but there is no proverb with ideological sense and message of not to leave your country, your homeland as it refers to the earlier mentioned Kazakh proverbs.

Overall, 20 English and 53 Kazakh proverbs with the meaning «homeland» were selected from the different resources. As a result of comparing the concretizing features of the concepts and «homeland», it turned out that the semantic representation of the studied units is basically similar, but the Kazakh concept of «homeland» is broader and has a greater number of semantic features: love for the motherland, protection of the motherland, «small homeland». The hypothesis that the image of the motherland is a complex formation in Kazakh and English linguistic cultures is directly confirmed in this study.

Thus, the analysis of Kazakh and English proverbs showed the presence of a certain general idea underlying associative imagery, it was found that each linguistic consciousness expresses this idea in its own way. Proverbs reflect the love of the «small homeland», reflect the national flavor, glorify national attractions. The national-specific features of the image of «Homeland» are reduced to the framework of the house, the city, reflects the ties of blood kinship.

The image of «homeland» in Kazakh language represents a «broad» concept reflecting the boundless love of a person for the motherland, the native side, the hearth, glorifies every nation, sights, natural resources, personifies with his native land, capital, mother.

Conclusion. The proverb, thanks to such characteristics as imagery, generality, cumulativeness, reproducibility, etc., performs an edifying function and is a specific means of reflecting the picture of the world by native speakers of a certain language, in this case – Kazakh and English. The proverb has a number of common features in Kazakh and English, and their differences are largely conditional, so they form a single proverbial group of linguistic aphorisms. V.I. Dahl gave a different definition of the proverb: «A proverb is a short saying, a teaching, more in the form of a parable, an allegory, or in the form of an everyday sentence; a proverb is an individual of the language, folk speech, is not composed, but is born itself: this is the walking mind

of the people; proverbs are independent sentences in form, judgments in content and detailed metaphors in semantics. In a brief allegorical form, they summarize the statement, figuratively and emotionally summarize the purpose of the statement, formulate an evaluative or instructive conclusion from what has been said».

Analysis of Kazakh and English proverbs showed the presence of a certain general idea underlying associative imagery, it was found that each linguistic consciousness expresses this idea in its own way. The following are positively assessed: love for the motherland, patriotism, unity of the people. Negative evaluation is received: betrayal, profit. The representation of the image of «homeland» is represented in Kazakh linguoculture much more widely and includes, in addition: the glorification of the national character.

Proverbs reflect the love of the homeland, national flavor, glorify national attractions. The national-specific features of the image of «homeland» are reduced to the framework of the house, the city, reflect the ties of blood kinship. The image of «homeland» in Kazakh language represents a «broad» concept reflecting the boundless love of a person for the motherland, the native side, glorifies the people, sights, natural resources, and is personified with the native land, the capital, the mother.

Thus, the hypothesis that the image of the «homeland» is a complex formation in Kazakh and English linguistic cultures, in which certain national-specific features can be identified, partially coinciding and differing from each other in content, finds direct confirmation in this study.

REFERENCES:

1. Dahl, V.I. Proverbs of the Russian people: A collection in 2 volumes - M.: Fiction, 1984.
2. Longman dictionary of English language and culture. - Longman, 2000.
3. Oxford English Dictionary, second edition, edited by John Simpson and Edmund Weiner, Clarendon Press, 2009.
4. Simpson, J. The concise Oxford dictionary of proverbs. - Oxford: Oxford University Press, 2003.
5. Kazakh proverbs and sayings – Kazakh proverbs and sayings / comp. and translated. M. Akkozina – Almaty, “Almatykitap Publishing House”, 2017. - 272 pages.– Kazakh, Russian.
6. Bisenova, G. A. English proverbs and their equivalents in Kazakh and Russian / G. A. Bisenova, R. zh. Abtikhalova. - Text : unapproachable // young scholar. — 2015. — № 8.2 (88.2). - P. 46-48. - URL: <https://moluch.ru/archive/88/17461/> / (date: 24.11.2021).

UDC 372.881

<https://doi.org/10.53355/z8045-2130-5519-z>

TECHNOLOGY OF PROBLEM-BASED LEARNING IN ENGLISH LESSONS

Abilgazyeva Z.K., senior-lecturer

Sabyr S., 4th year student of foreign language: two foreign languages educational program
Zhetysu University named after I. Zhansugurov, Taldykorgan

E-mail: abilgazyeva@mail.ru, sabina.sabyr@mail.ru

The article gives a brief description of problem-based learning technology, the features, the main stages of the lesson built using PBL technology. Comparison of the technology from traditional one. The main features of changing the roles of teacher - student and knowledge translation. Advantages and disadvantages of this method. Effectiveness of applying this technology in teaching English.

Keywords: *Problem based learning, English lessons, traditional teaching method, lesson stages*