

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.

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TECHNOLOGY OF PROBLEM-BASED LEARNING IN ENGLISH LESSONS

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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*

Мақалада PBL технологиясын қолдана отырып құрылған проблемалық оқыту технологиясының, ерекшеліктерінің, сабақтың негізгі кезеңдерінің қысқаша сипаттамасы берілген. Технологияны дәстүрлі технологиямен салыстыру. Мұғалім - оқушы рөлдерінің өзгеруінің және білім берудің негізгі ерекшеліктері. Бұл әдістің артықшылықтары мен кемшіліктері. Ағылшын тілін оқытуда осы технологияны қолданудың тиімділігі.

Тірек сөздер: Проблемалық оқыту, ағылшын тілі сабақтары, дәстүрлі оқыту әдісі, сабақ кезеңдері

В статье дается краткое описание технологии проблемного обучения, особенностей, основных этапов урока, построенного с использованием технологии PBL. Сравнение технологии проблемного обучения с традиционной методикой. Основные особенности смены ролей учитель - ученик и трансляции знаний. Преимущества и недостатки этого метода. Эффективность применения этой технологии в обучении английскому языку.

Ключевые слова: Проблемное обучение, уроки английского языка, традиционный метод обучения, этапы урока.

Introduction: Recently, the status of a foreign language in Kazakhstan society has changed significantly. The rapid entry of Kazakhstan into the world community, the economic and socio-cultural situation in the country provided a huge demand for knowledge of foreign languages, created a powerful motivational base for their study. Foreign language proficiency has become regarded as a necessary personal and professional quality of any specialist, as a means of humanization and humanization of society, a macrofactor uniting states and peoples, a means of socialization. A significant change in the social order led to a radical restructuring of the educational process, to a revision of the goals and objectives of teaching a foreign language, which prompted teachers to use modern pedagogical technologies, which determines the relevance of this work. Today it is difficult to imagine a modern competent qualified specialist who would not speak a foreign language. The current time is such that the English language has firmly entered our lives and has become a mandatory requirement that is imposed on every graduate of educational institutions. And as the requirements change, education, methods and technologies that actively train a "new" specialist should change and reform. One of these techniques is the technology of problem-based learning.

The main part. PBL technology has firmly entered the modern teaching methodology around the world and is used to teach all kinds of disciplines. Problem-based learning technology takes its theoretical roots in various learning theories, including humanistic theory and cognitive approach in teaching, which are based on learning through experience. This technology makes a shift in the traditional course of the lesson, the transfer of knowledge and gives great advantages to the student and the teacher himself. Firstly, a student or a student gets the opportunity to independently acquire knowledge and solve an emerging problem, as well as compare their solution with the solution and ideas of their peers.

The fundamental thing is that the original purpose of the training itself is changing. If earlier, in a traditional lesson, the teacher transmitted ready-made knowledge to the student, then in a lesson using PBL, the student obtains knowledge himself, and the teacher only directs the course of his work and corrects it. At the lesson, students are faced with a problematic situation that can be created in various ways, before the student has received any knowledge on the topic. The task of the student is to solve the problem situation, search for knowledge to solve it. Thus, there is a "cognitive conflict" between the existing knowledge, which is not enough to solve, and the search for new knowledge. This conflict is the starting point of the entire learning process in such a lesson and the driving force of cognition.

If we compare PBL with the traditional method of teaching, we can see the main features of changing the roles of teacher - student and knowledge translation. Let's look at some of these differences between PBL and the traditional way of teaching:

Table 1

Comparison of Problem-based learning technology

Problem-based learning technology	Traditional teaching method
the role of the teacher: assistant, corrector of the student's work	The role of a teacher: a source of knowledge, a translator
The method of acquiring knowledge by a student: independent research.	The method of acquiring knowledge by a student: the transfer of knowledge from teacher to student.
The purpose of the study: as a result of a problem situation, he understands the value of this knowledge.	The purpose of the study: it is reported by the teacher, not missed and not derived from his own experience, often the student does not understand the significance of the topic and this knowledge at all.
Interaction in the classroom: discussion of their own ideas, judgments, comparison with the ideas of other students.	Interaction in the classroom: the student individually learns and processes his ideas.
The result: the acquisition of knowledge necessary to overcome the problematic situation faced by the student, research, the ability to analyze and critically comprehend this material. Deep understanding of the problem.	The Result: understanding the content. A superficial understanding of the problem. Knowledge is not passed through your own experience.
Knowledge assessment: can be combined, peer assessment, written reports, projects, exams, etc.	Assessment of knowledge: more often written or oral exam

Accordingly, the following features of PBL can be distinguished:

Students themselves make up a plan for solving the problem and extracting knowledge, they themselves make up an algorithm for studying the problem. A problem is a driving force, a kind of starting point on the way to gaining knowledge.

The role of the teacher is only to guide and correct the actions of the student in the process of acquiring knowledge and solving a problem situation. Students are active participants in joint study, reflexive thinking, learn in the process of solving a problem. So, let's consider the main stages of the lesson, built on the technology of problem-based learning:

Stage 1: Formulation of a learning problem.

A problem in a foreign language lesson can be created in various ways. It can also be a picture that suggests the topic of the lesson, followed by leading questions to the students. This is also a video clip that suggests the topic of the lesson, again with subsequent questions from the teacher. Heuristic conversation is also often used, which can be described as a question-and-answer method. The teacher asks logically related questions on the topic, and the students answer or try to answer these questions. This method is very valuable because all students are involved in the lesson.

Stage 2: Generating ideas and building a plan to solve the problem.

Students generate ideas that would help them solve the problem in class, they build a general plan or algorithm for solving the problem. This can be done, for example, through the method of "brainstorming".

Stage 3: Study the problem.

Students determine what knowledge they already have and what they lack. They clearly define what knowledge still needs to be obtained.

Stage 4: Self-study.

At this stage, students independently, in pairs or in a mini-group, look for information and learn new facts, after which they summarize their knowledge.

Stage 5: solving the problem (returning to the problem situation and solving it).

This can be a solution to an initially set task, an answer to a question, or an exercise.

Stage 6: Reflection and feedback.

At this stage, students reflect on the work done, identify whether they have solved the problem, analyze the solution process, and the knowledge gained.

Among the advantages of building a foreign language lesson with the use of such technology, it can be noted that students have a great incentive to learn, especially this is observed at the senior level. In such a lesson, students develop better problem-solving skills, engage in various types of speech activity (writing, reading, listening and speaking). It is especially important that during the PBL lesson the student gets the opportunity to constantly speak and comment on his actions in English. Constant cooperation and exchange of knowledge and ideas help to develop respect and tolerance for the interlocutor, the ability to work and cooperate in a group in finding a solution to a problem. There is a development of thought processes.

Conclusion. As a conclusion from the experience of using problem-based learning in English lessons, it can be noted that motivation to learn the language increases, students' activity and independence develop, and communication skills develop. This technology creates a favorable atmosphere in the classroom, relieves stress in students. As well as problem-based learning in a foreign language lesson has practical significance in the formation of personality. This technology teaches children to acquire knowledge on their own. We live in an information society and the main capital is the ability to extract information, which is the most valuable and important product of the future market economy. In other words, problem-based learning vividly reflects the change in the essence of education "From education for life to education through life."

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LANGUAGE AND CULTURE

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Language, as a carrier and spreading medium of culture, is an external manifestation of culture. A specific national culture inevitably contains various forms of an abstract linguistic system, which corresponds to it in the development and progress of culture. Language and culture are interdependent, influence each other and develop together. In this article, the relationship between language and culture is revealed from four sides: language as a special phenomenon of culture, a bearer of culture, a way of communication of culture and the interaction between language and culture.

Key words: Language, culture, relationship, communication, transmission, human symbols.

Тіл мәдениеттің тасымалдаушысы және таратушы ортасы ретінде мәдениеттің сыртқы көрінісі болып табылады. Нақты ұлттық мәдениет сөзсіз мәдениеттің дамуы мен прогресінде соған сәйкес келетін, іабстрактілі тілдік жүйенің әртүрлі формаларын қамтиды. Тіл мен мәдениет бір-біріне тәуелді, бір-біріне әсер етіп, бірге дамиды. Бұл