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ENHANCING ENGLISH LANGUAGE ACQUISITION IN PRIMARY SCHOOL STUDENTS THROUGH COGNITIVE STRATEGIES

Annotation. *Teaching English at the primary school level is a crucial step in laying a strong foundation for language acquisition. In Kazakhstan, where multilingual education is a priority, cognitive strategies are essential to help young learners effectively acquire English. This article explores cognitive strategies tailored to primary school students in Kazakhstan and provides recommendations on research methods to examine their effectiveness. The study addresses the challenges of introducing English in primary schools, including the need for adequate resources, trained teachers, and age-appropriate materials. It reviews cognitive learning theories and practical strategies, such as incorporating play-based activities, group work, and visual aids, to enhance student engagement and comprehension.*

The article also discusses the «Family and Friends» series as a resource that supports cognitive strategies through engaging content and communicative activities. Ultimately, it advocates for a learner-centered approach that fosters critical thinking, problem-solving skills, and a positive attitude towards English language learning by creating connections between prior knowledge and new concepts.

Keywords: *cognitive strategies, activities, primary school students, English lesson, methods, cognitive development.*

Introduction

The decision to have English as an optional subject or as a compulsory subject in primary schools starting from the first grade and even kindergartens in some regions seems to have been part of the trilingual policy in Kazakhstan. In the 2016-2017 school year, as part of the transition to trilingual education, the number of hours allocated to English language learning was increased in the Model Curriculum for Primary Education. In accordance with the Model Curriculum, two hours are assigned to English in grades 1, 2, 3 and 4. But in the process of teaching a foreign language it is very important to take into account the age and individual characteristics of primary school students. As the president of the Altynsarin National Academy of Education, M. Tynybayeva, explained, studies and analysis conducted by Kazakhstani and international experts have shown

that it is difficult for a first-grader to learn three languages at once. Then the Model Curriculum of Primary Education for 1st grades with Kazakh and Russian language of education was changed: subjects «Russian language» and «Foreign language» were excluded; from September 1, 2022 schoolchildren began to study a foreign language from the third grade. Private schools in Kazakhstan take a very careful approach to learning English – their rating depends on it. Because of this, they are focused on in-depth English language learning and teach from the first grade [1].

Researchers engaged in age and pedagogical psychology, to the group of primary school age include children, approximately from 5 to 10 years (1–4 grade of primary school). During this age interval, children undergo a functional improvement of the brain – the analytical and systematic function of the cortex develops; the ratio of the processes of excitation and inhibition gradually changes: the process of inhibition becomes more and more powerful, although still the process of excitation prevails.

Methods and materials

Both the teacher and the language-learning resources used should be appropriate for this process. Learning the grammatical structures of the second language is impossible for these kids since they are unable to fully comprehend the grammatical systems and structures of their first language. To promote language learning, it's best to create a fun classroom environment. With such a phenomenon, people have raised a number of questions, of which the main ones are concerned with what approach, methods, techniques, and materials would be appropriate for English as a foreign language in primary schools.

And this study's goal is to examine how using modern teaching methods have improved the cognitive methods that are used to teach Kazakh primary school pupils. When a teacher uses cognitive approach in teaching, he has to create problem situations for his students in which they can learn new things on their own. He trains the students to apply these or strategies according to the task by using cognitive methods. The teacher's job is not only to ask test questions and evaluate students' performance, but also to teach students to evaluate themselves and control themselves. The teacher should engage students in open discussion of “their” and “other people's” performance in whatever subject they are studying.

Although the primary school age child still has a need to play, his/her activities change in order to acquire new knowledge, abilities and skills. Younger schoolchildren develop theoretical consciousness and thinking, relevant abilities (reflection, analysis and mental planning), as well as the need and desire to learn. All of this is the outcome of their educational endeavors. Teachers at the first stages of teaching foreign languages must employ a variety of play activities because students at this age are highly energetic and frequently require physical exercise. Besides it, in this level of learning English, the following methods such as group work, audio-linguistic methods, communicative

method, direct method and the silent way method are used. In addition, the use of songs, tongue twisters and riddles will help make English classes more fun for students. English language teaching strategies are very important for carrying out the teaching learning process adequately. Foreign language teachers working in public primary schools do not have sufficient skills and knowledge regarding the above-mentioned teaching methods, and they should be given more attention in the workplace training in these areas. If all these conditions are used, students' interest, needs and motivation will increase, and this will have a positive impact on their participation.

This article is about cognitive strategies in primary school. Cognition is a word that comes from the Latin term *cognitio, -ōnis* (knowledge) and Longman Concise English Dictionary [2] defines it as “the act or process of knowing that involves the processing of information and includes perception, awareness and judgment”. Language acquisition, according to G. Tretyakova, is accomplished via the cognitive structures of memory, which are employed to observe, process, and store information in order to memorize and recover it later on [3]. The structure of communication practice in the target language was given a lot of weight. The following methods were used to carry out learning, which was acknowledged as holistic: Words should be learned before phrases, phonemes before words, and simple sentences before complicated ones. The connection between cognition and language is of significant importance to language learning and teaching [4].

In the late 1960s in the United States, George Miller, Herbert Simon, Allen Newell and Noam Chomsky developed cognitive learning theory as an alternative to behaviourism. In addition, cognitive psychologists such as J. Chastain and J. Carroll, who favoured the idea that education should be holistic, supported it. They promoted conscious language rule learning as a key component of learning a foreign language. Cognitive strategies facilitate the mental restructuring of knowledge and assist learners in creating and making connections between previously learned and new material [5].

Piaget asserts that children go through four crucial phases of cognitive development. Changes in children's worldviews identify each stage. Primary school students' age responds to the third stage of the concrete operational stage (7–11 years). This stage of development is marked by the growth of logical thinking. Even as children become more logical about concrete and specific objects, they still have difficulty understanding abstract concepts at this age. At this point, children are gaining a deeper understanding of mental operations. They begin to think logically about concrete events, but they have difficulty understanding abstract or hypothetical ideas [6].

In K. Wirahyuni and I. Martha's study of cognitive strategies on language learning, there are two assumptions, namely:

- 1) Children learn language informally; adults learn language formally.
- 2) The potential for language learning in children is much better than adults [7].

Children can use cognitive strategies to develop their language skills. Clarifying and confirming, speculating or engaging in inductive exploration, deductive reasoning, practicing, memorization to retain, and monitoring are some of the tasks this technique offers. [8]. It gives students a variety of ways to comprehend and speak a foreign language. Students use this method to carry out several activities. Teachers repeat those exercises to help pupils grasp the material they have mastered. Students' critical thinking skills can be developed by continuing to practice receiving information. It's because cognitive practice is a requirement for students.

In a number of ways, the cognitive strategy has altered how the teaching-learning process is conceptualized. Learning is seen as an active process that takes place inside the learner and that the learner may influence, rather than as a passive process in which students record the stimuli that the teacher gives. Learning outcomes should be considered to be influenced by both the material supplied and the learner's processing of that knowledge, rather than solely relying on what the instructor presents [9].

Oxford identified and divided cognitive strategies in second language learning as follows:

- Practicing;
- Reviewing and sending messages;
- Analyzing and reasoning;
- Creating structure for input and output [10].

Language learning is the process of acquiring conscious control over the phonological, grammatical and lexical patterns of another language, mainly by studying and analysing these patterns as a body of knowledge.

Perception, processing and storage for short or long term memorisation and retrieval provide the beginning of learning through cognitive memory structures. It was important to organise communication in the language being learnt. The learning methodology was considered holistic. The aim is to learn phonemes, then words, then phrases, and then simple sentences and then complex sentences [10].

Students independently came up with grammatical rules using logical procedures [11]. Understanding linguistic rules was essential for learning a foreign language, and the learner was at the center of the process. Teachers' perspectives on mistakes were altered as a result, and contextualized grammar instruction and error analysis were accepted as normal aspects of learning a foreign language.

While working on the assigned topic, we employed the following strategies: research, observation, and generalization of the teaching process; literature analysis on the development of cognitive interest in primary school students; and the use of contemporary pedagogical technologies in foreign language instruction.

Participants – include 24 primary school students from grades 3 «A» and «B». They are divided into two groups (Table 1 and 2):

- Experimental Group (Grade A): 12 students;
- Control Group (Grade B): 12 students.

Procedure – the research took place over a period of four weeks. The educational content was the same for both groups. But only the experimental group received instruction utilizing cognitive techniques like:

- Visualization (pictures and mind maps);
- Chunking is the process of assembling linked data;
- Summarization and keyword strategies.

To evaluate their reading comprehension and vocabulary recall, students in both groups completed pre- and post-tests.

Table 1 – Comparison of Pre-Test and Post-Test Score. Vocabulary Retention

Group	Pre-Test Avg.	Post-Test Avg.	Improvement
Grade A	56%	82%	+26%
Grade B	55%	63%	+8%

Table 2 – Comparison of Pre-Test and Post-Test Score. Reading Comprehension

Group	Pre-Test Avg.	Post-Test Avg.	Improvement
Grade A	60%	84%	+24%
Grade B	59%	66%	+7%

The impact of cognitive methods on primary school pupils' English language development is researched in this study. Two classes were observed over a period of four weeks: the experimental group, which used cognitive strategies, and the control group, which used traditional methods. The findings show that cognitive techniques greatly enhance reading comprehension and word memory.

Results

In both areas tested, the experimental group showed markedly greater growth. According to the study, cognitive techniques improve long-term language memorization and student engagement. In particular, visualization and grouping proved useful in helping young students better understand the texts they read, as well as memorize new vocabulary.

Nowadays, teaching of the English language demands quite a lot of work and focus from primary school pupils. The effectiveness and success of a lesson in this regard is

provided by a change in activities that take place every seven to ten minutes. Because there are many different approaches, forms, and techniques, health-saving technologies play a significant part in education today.

Several forms of relaxation techniques must be added to lesson plans, such as action games, respiratory and vision gymnastics, and physical training. Rhythmic poetry on various subjects, short videos, songs, and rhymes can all be used to organize physical culture and health-improving activities. Since we use the «Family and Friends» series for teaching English to third and fourth grade students (ages 8–10) in Kazakhstan, activities of this book topics' must be in line with the curriculum and their cognitive development. Children at this age acquire better cognitive abilities, including the capacity to solve problems, reason logically, and deal with complex ideas. Teachers can use a variety of techniques to improve student engagement and comprehension when incorporating cognitive strategies into language learning activities. Activities based on cognitive strategies of new researches that we gathered for this age occur in the «Family and Friends» series include the following:

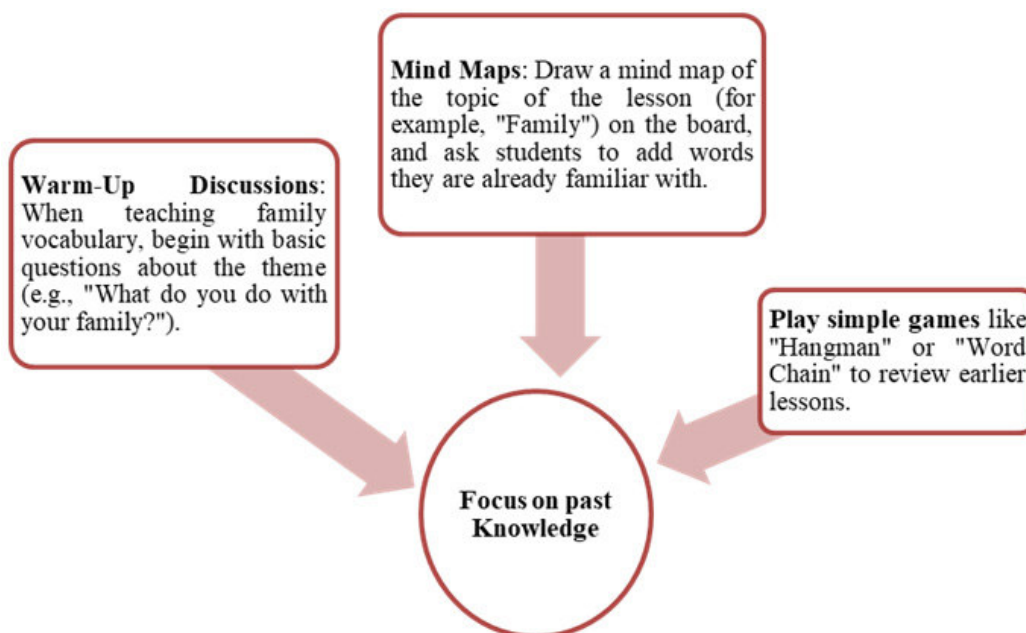


Figure 1 – Connections between pupils' prior knowledge and new vocabulary and grammar

Young learners respond very well to both visual and auditory prompts. Make new language easier for children to learn by using examples and real-world situations.

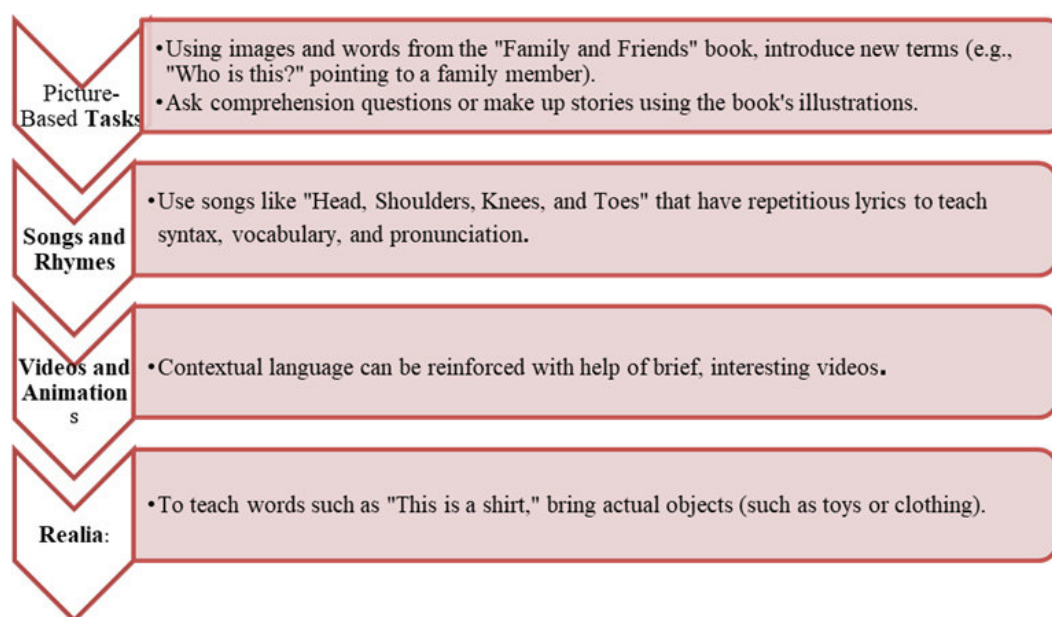


Figure 2 – Use of visual and audio aids

Include Movement in Your Education

Young children learn best when they are able to move and engage with others. TPR, or total physical response: To teach verbs or commands, use actions (such as «jump», «clap» or «turn around»).

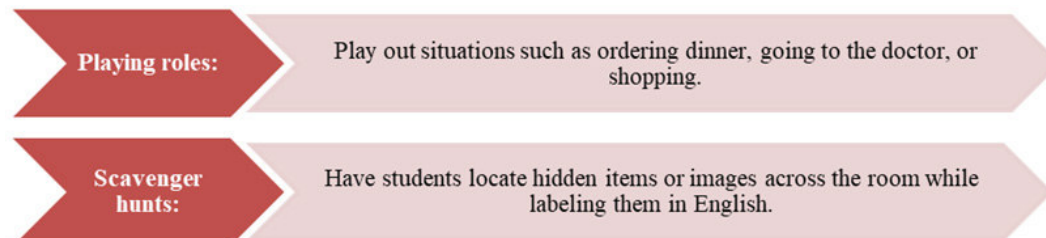


Figure 3 – Use of kinesthetic learning

The «Family and Friends» series supports cognitive strategies and is made to encourage communicative language instruction. For example: The books have stories, music, and illustrations that young readers will find engaging. Two important cognitive processes that are emphasized in the curriculum are scaffolding and repetition. Students can learn English in relevant ways thanks to the activities, which promote communication and group work.

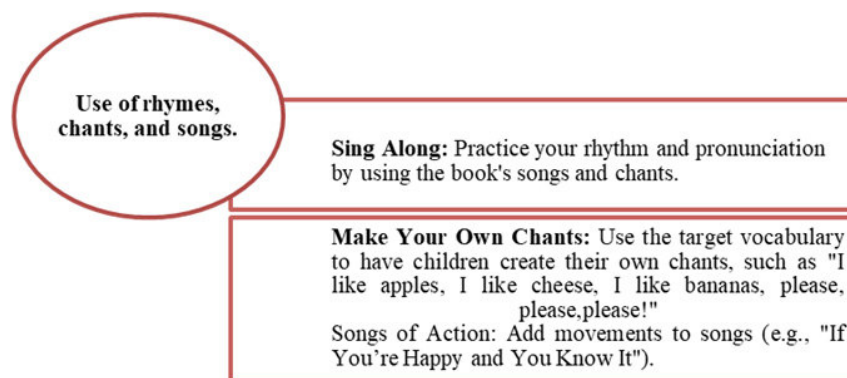


Figure 4 – Use of the «Family and Friends» audio resources to reinforce language

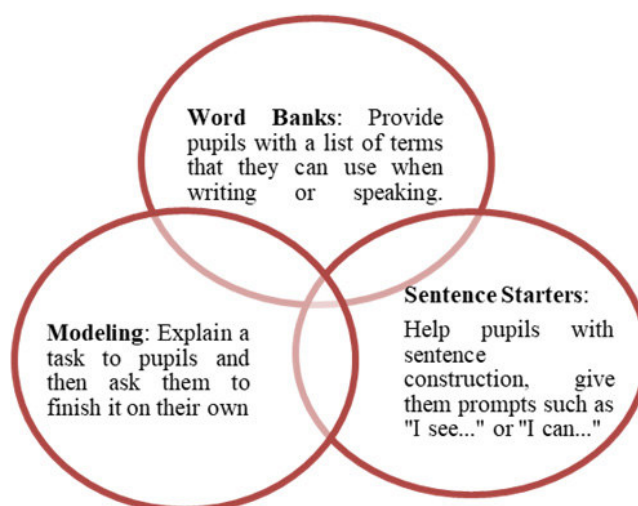


Figure 5 – Use of the Scaffolding learning method

Provide support when required and divide tasks into smaller, easier to complete tasks.

Give constructive criticism.

Encourage pupils by rewarding and praising them. Give out stickers or awards to recognize hard work and involvement. We should congratulate them on their effort on the way: «You're improving!» or «Great job!» are examples of statements that can boost confidence.

Display Work: Put students' writings, artwork, or projects on display in the classroom.

To investigate the effectiveness of various cognitive strategies in enhancing English language learning among primary school students.

Sample Lesson Plan Using «Family and Friends»

Topic: “Healthy body”

Learning objective: Students will learn and practice vocabulary for body parts (e.g., head, shoulder, finger, leg).

1. Warm-Up (5 mins): Sing the «Body Parts Song» from the book.
2. Presentation (10 mins): Use flashcards to introduce new vocabulary. Ask, «What is this?»
3. Practice (10 mins):
 - Play a matching game with flashcards.
 - Students work in pairs to ask and answer, «What is this?» «This is my...»
4. Production (15 mins):
 - Students draw their body parts and label it in English.
 - Share their drawings with the class.
5. Wrap-Up (5 mins): Play a quick game of «Simon Says» using new vocabulary (e.g., «Simon says touch your face»).

The lesson plan incorporates cognitive strategies to enhance vocabulary learning and retention. By using repetition, organization, summarization, contextual guessing, imagery, and monitoring, it engages students actively and supports their language acquisition process. Repetition tasks aid memorization and reinforce learning, an activity with flashcards help organize new words in a structured form and the task “guessing meaning” encourages active engagement with language. In the next task students summarize their understanding by labeling their drawings. It helps to reinforce vocabulary meaning and usage. The multisensory and interactive methods ensure that students are motivated and involved throughout the lesson. This strategy facilitates comprehension and retention.

The primary goal of cognitive methods in education is to guarantee that pupils comprehend the material being taught. We developed a comprehensive set of tasks to do this.

Tasks of varying degrees of complexity must be created while taking into consideration the various cognitive development stages of the students. Since the target group was made up of young students whose cognitive abilities were still developing and abstract, this research paper presented some of the findings from the effort to find out if cognitive learning strategies can help learners approach skills in a foreign language.

The cognitive development of children between the ages of 8 and 10 is in the concrete operational stage, according to Piaget's theory. They are able to identify causes and consequences, set up knowledge carefully, and to think about concrete situations.

The recommended approaches (such as visual aids, practical exercises, and problem-solving assignments) align with their developmental stage by: offering real examples and illustrations to use in the understanding of abstract ideas like grammar and vocabulary. Also, promote critical thinking through exercises in grouping, sequencing, and problem-solving.

Cognitive strategies including chunking, scaffolding, and repetition serve pupils in better remembering new material. As an example: Vocabulary and grammar rules are reinforced through songs, chants, and drills.

Chunking is the process of organizing and helping children remember words by grouping them together (e.g., family members, colors, actions). Through the “Scaffolding method” students can build on their prior knowledge when activities are broken down into smaller pieces, which improve long-term retention.

Young students learn best when actively involved and have short attention spans. Techniques such as role-playing, games, and practical exercises maintain pupils' motivation and attentiveness. Teachers should give children an enjoyable, stress-free, relaxed atmosphere in which to improve their language skills. Additionally, all students should encourage all students even those who are reluctant or shy.

Role-playing, pair works, and group works encourage social interaction, which is essential for language development. These approaches help students develop their teamwork and collaboration abilities while giving them the chance to practice speaking and listening in real-world situations. These techniques improve accuracy and fluency by teaching language in context (ordering meals, describing family members). Additionally, it gets pupils ready for using English outside of the classroom and provides an environment where students can learn from what each other knows. Through a variety of methods, it helps students comprehend and develop new languages. Pupils were able to identify information from various sources. Students' critical thinking skills can be developed by allowing them to experience receiving information. The reason for this is that pupils are required to practice their cognitive abilities.

Conclusion

In conclusion, effectively teaching English to primary school students requires a strategic and thoughtful approach that considers their cognitive development and learning styles. Teaching English to young students with cognitive strategies is not only beneficial, but also necessary. This article has explored the cognitive strategies essential for teaching English to primary school students in Kazakhstan, where multilingual education is a priority. It addressed the need for adequate resources, trained teachers, and age-appropriate materials, while reviewing cognitive learning theories and practical strategies.

The integration of cognitive strategies, such as visual aids, kinesthetic learning,

and problem-solving activities, can significantly enhance student engagement and comprehension.

Based on the cognitive skills that have already been developed in the process of learning the mother tongue, it greatly accelerates and facilitates the acquisition of a foreign language.

Secondly, this approach requires the use of all available resources to enhance learning efficiency. The learner's ability to develop their abilities, create situations of success in learning and achieve independence faster through learning better cognitive strategies. 'Cognitive' teaching methods force learners to think and reflect on what they are doing.

These approaches support critical thinking and communication abilities, improve memory and retention, keep students interested and involved, align with their developmental phases, and get them ready for using language in everyday situations.

The «Family and Friends» series supports these strategies through engaging content and communicative activities, promoting a learner-centered approach. This approach fosters critical thinking, problem-solving skills, and a positive attitude towards English language learning by connecting prior knowledge with new concepts. By using these strategies, teachers may establish a helpful, interesting, and productive learning environment that helps students in becoming fluent in English. Because of this, teachers must provide students with explicit instructions and explain the challenges of the assimilation process. It's critical to persuade kids of the value of learning a foreign language and its numerous future applications. Ultimately, the implementation of these cognitive strategies can create a more effective and enjoyable learning environment for young learners in Kazakhstan.

Contribution of the authors

M. Yeskali was responsible for: Conducting an extensive literature review on cognitive strategies in English language acquisition for primary school students. Developing the theoretical and methodological framework for the study, including defining research goals, hypotheses, and objectives. Designing the research instruments such as questionnaires and educational tasks aligned with cognitive learning theories. Performing statistical analysis of pre-test and post-test results, interpreting findings, and deriving pedagogical recommendations. Drafting core sections of the article related to theoretical background and results interpretation.

D. Abdrasheva contributed by: Organizing and managing the empirical part of the study, including coordination with schools and ensuring ethical standards. Conducting experimental classes, collecting data through observation and testing, and ensuring the reliability of the intervention process. Developing and piloting educational materials and activities based on the "Family and Friends" series. Writing and structuring the final article, editing sections contributed by co-authors, and ensuring coherence of the study presentation.

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**Бастауыш сынып оқушыларына ағылшын тілін
оқытудың когнитивті стратегиялары**

Аннотация. Бастауыш мектеп деңгейінде ағылшын тілін оқыту тілді меңгерудің берік негізін қалаудағы шешуші қадам болып табылады. Көптілді білім беру басымдыққа ие. Қазақстанда оқушыларға ағылшын тілін тиімді меңгеруге көмектесу үшін когнитивті стратегиялар қажет. Бұл мақалада Қазақстандағы бастауыш сынып оқушыларына бейімделген танымдық стратегиялар зерттеліп, олардың тиімділігін зерттеу әдістері бойынша ұсыныстар берілген. Зерттеу бастауыш

мектептерде ағылшын тілін енгізу мәселелерін, соның ішінде тиісті ресурстарға, мұғалімдерге және жасына сәйкес материалдарға деген қажеттілікті қарастырады. Авторлар оқушылардың танымдық қабілеттерін дамытудың тиімді әдістерін сипаттай отырып, мұғалімнің оқыту процесіндегі рөлін ерекше атап өтеді. Когнитивтік стратегиялар ретінде есте сақтау, зейінді шоғырландыру, логикалық ойлау және мәселелерді шешу дағдылары көрсетіледі. Мақалада бастауыш сынып оқушыларының жас ерекшеліктері ескеріліп, олардың ағылшын тілін үйренудегі қиындықтары мен оларды жеңудің жолдары талданады.

Мақалада сонымен қатар мазмұнды және коммуникативті әрекеттерді тарту арқылы когнитивтік стратегиялары қолдайтын ресурс ретінде «Family and Friends» кітабы талқыланады. Нәтижесінде, когнитивті стратегияны қолдану алдыңғы білім мен жаңа ұғымдар мен қабылданатын ақпарат арасында байланыс орнату арқылы сыни тұрғыдан ойлауға, проблемаларды шешу дағдыларына және ағылшын тілін үйренуге деген оң көзқарасқа ықпал ететін оқушыға бағытталған тәсілді қолдайды.

Кілтті сөздер: Танымдық стратегиялар, іс-шаралар, бастауыш сынып оқушылары, ағылшын тілі сабағы, әдістері, танымдық дамуы.

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Когнитивные стратегии обучения английскому языку учащихся начальной школы

Аннотация. Преподавание английского языка на уровне начальной школы является важным шагом в создании прочной основы для овладения языком. В Казахстане, где многоязычное образование является приоритетом, когнитивные стратегии необходимы для того, чтобы помочь учащимся младших классов эффективно овладевать английским языком. В этой статье рассматриваются когнитивные стратегии, разработанные специально для учащихся начальной школы в Казахстане, и даются рекомендации по методам исследования для оценки их эффективности. В исследовании рассматриваются проблемы, связанные с внедрением английского языка в начальных школах, в том числе необходимость в достаточных ресурсах, квалифицированных учителях и материалах, соответствующих возрасту. В нем рассматриваются теории когнитивного обучения и практические стратегии, такие как включение игровой деятельности, групповая работа и наглядные пособия, для повышения вовлеченности учащихся и улучшения понимания.

В статье также рассматривается серия «Family and Friends» как ресурс, поддерживающий когнитивные стратегии посредством увлекательного контента и коммуникативных действий. В конечном счете, он выступает за личностно-ориентированный подход, который развивает критическое мышление, навыки решения проблем и позитивное отношение к изучению английского языка, создавая связи между предыдущими знаниями и новыми концепциями.

Ключевые слова: Когнитивные стратегии, виды деятельности, учащиеся начальной школы, урок английского языка, методы, когнитивное развитие.

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