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ВЕСТНИК

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В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в *Astana IT University*, а также помог казахстанским школьникам принять участие в престижном конкурсе «*USTEM Robotics*» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «*Almaty Digital Ustaz*».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой

грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и WoS и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

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DEVELOPING PRAGMATIC COMPETENCIES IN KAZAKH LANGUAGE TEACHING: EXPLORING EFFECTIVE METHODOLOGIES FOR STUDENT FORMATION

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Abstract. This academic article presents a qualitative analysis of effective pedagogical practices for improving the pragmatic competence of Kazakh language learners. The research was conducted through a comprehensive review and synthesis of existing literature on pragmatics education and Kazakh language instruction. The aim was to explore theoretical frameworks and empirical studies related to pragmatic development among learners in order to identify effective pedagogical strategies. The method employed in this research involved a thorough examination of published works related to pragmatics education and Kazakh language teaching. This included a review of various theoretical frameworks and empirical studies that investigated effective pedagogical practices for developing pragmatic competencies among learners. To ensure a comprehensive analysis, articles were selected based on their relevance to both pragmatics education and Kazakh language instruction. JSTOR, Google Scholar, and Researchgate were among the academic databases utilized to conduct this investigation. The results reveal that a focus on "Awareness-raising exercises" in combination with "Role-playing activities" demonstrated superior effectiveness towards boosting pragmatic skills in native speakers of Kazakh. Conversely, "Immersion", "Communicative Language Teaching", or "Task-Based Instruction" showed greater benefits when applied towards nonnative speakers. Moreover, the writers point out that being attentive to diverse communication norms and styles can lead to increased intercultural competence within learners – an additional benefit unique to utilizing awareness-raising exercises as a tool for pragmatic skill

enhancement. The theoretical relevance of the study lies in the identification of effective pedagogical strategies for improving pragmatic competence among Kazakh language learners. This contributes to the existing literature on pragmatics education and language teaching. Language instructors can optimize their teaching approach by incorporating these strategies to refine the pragmatic skills of their students, which is why this study holds practical relevance. Future research may consider conducting experimental tests as a means of validating its findings. While our analyses provide insights into effective pedagogical practices for improving pragmatic competence amongst Kazakh language learners, empirical support through such experiments would add more weightage to our recommended practices.

Keywords: Pragmatic competence, Kazakh language, Language teaching, Awareness-raising exercises, Role-playing activities

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Аннотация. Аталмыш мақалада қазақ тілін үйренушілердің прагматикалық құзыреттілігін арттырудың тиімді педагогикалық тәжірибелеріне сапалы талдау берілген. Зерттеу прагматикалық білім беру және қазақ тілін оқыту бойынша бар әдебиеттерді жан-жақты қарастыру және синтездеу арқылы жүргізілді. Мақсаты тиімді педагогикалық стратегияларды анықтау үшін оқушылар арасында прагматикалық дамуға қатысты теориялық негіздер мен эмпирикалық зерттеулерді саралау болды. Бұл зерттеуде қолданылған әдіс прагматикалық білім мен қазақ тілін оқытуға қатысты жарияланған еңбектерді жан-жақты зерделеуге бағытталды. Аталмыш зерттеу білім алушылардың прагматикалық құзыреттіліктерін дамыту үшін тиімді педагогикалық тәжірибелерді зерттейтін әртүрлі теориялық негіздерді және эмпирикалық зерттеулерді шолуды қамтыды. Жан-жақты талдауды қамтамасыз ету үшін мақалалар прагматикалық білімге де, қазақ тілін оқытуға да сәйкестігін назарға алады. Іздеу процесі JSTOR, Google Scholar және Researchgate сияқты академиялық дерекқорлар арқылы жүргізілді. Бұл зерттеудің нәтижелері қазақ тілінде, яғни, ана тілінде сөйлейтіндердің прагматикалық құзыреттілігін арттыру үшін «Санаттылықты

арттыру жаттығулары» мен «Рөлдік іс-әрекеттер» тиімдірек екенін көрсетеді, ал «Иммерсия», «Коммуникативті тілді оқыту» және «Тапсырмаға негізделген нұсқаулық» қазақ тілінде сөйлейтіндердің прагматикалық құзыреттілігін арттыру үшін тиімдірек. Авторлар санаттылықты арттыру жаттығулары оқушыларға әртүрлі қарым-қатынас стильдері мен нормаларын тануға және бейімделуге үйрету арқылы олардың мәдениетаралық құзыреттілігін дамытуға көмектесетінін айтады. Сол сияқты рөлдік ойындар тілді контекстке сәйкес тәсілдермен қолдану тәжірибесін қамтамасыз ету арқылы оқушылардың прагматикалық құзыреттілігін дамытуға көмектеседі. Зерттеудің теориялық өзектілігі қазақ тілін үйренушілердің прагматикалық құзыреттілігін арттырудың тиімді педагогикалық стратегияларын анықтауға жол ашады. Бұл прагматикалық білім беру және тілдерді оқыту бойынша бар әдебиеттерге ықпал етеді. Тәжірибелік өзектілігі тіл оқытушыларына студенттердің прагматикалық құзыреттілігін арттыру үшін осы стратегияларды оқыту тәжірибесіне енгізу бойынша ұсыныстарды әзірлеуге көмекші құрал бола алады. Болашақ зерттеулерге ұсыныс ретінде осы мақаланың нәтижелерін растау үшін эксперименталды сынақтарды өткізу тиімді болар еді. Қолданыстағы әдебиеттерді талдау қазақ тілін үйренушілердің прагматикалық құзыреттілігін арттырудың тиімді педагогикалық тәжірибелері туралы түсінік бергенімен, эксперименттік сынақтар біздің ұсыныстарымызды қуаттай түсетін эмпирикалық дәлелдер береді.

Түйін сөздер: Прагматикалық құзыреттілік, қазақ тілі, тіл үйрету, санаттылықты арттыру жаттығулары, рөлдік іс-әрекет

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РАЗВИТИЕ ПРАГМАТИЧЕСКИХ КОМПЕТЕНЦИЙ ПРИ ПРЕПОДАВАНИИ КАЗАХСКОГО ЯЗЫКА: ИЗУЧЕНИЕ ЭФФЕКТИВНЫХ МЕТОДИК ФОРМИРОВАНИЯ У УЧАЩИХСЯ

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Аннотация. В данной научной статье представлен качественный анализ эффективных педагогических практик для повышения прагматической компетентности изучающих казахский язык. Исследование проводилось путем комплексного обзора и синтеза существующей литературы по прагматическому образованию и обучению казахскому языку. Цель

состояла в том, чтобы изучить теоретические основы и эмпирические исследования, связанные с прагматическим развитием учащихся, чтобы определить эффективные педагогические стратегии. Метод, использованный в этом исследовании, включал тщательное изучение опубликованных работ, связанных с прагматическим образованием и обучением казахскому языку. Был проведен обзор различных теоретических основ и эмпирических исследований, в которых изучались эффективные педагогические практики для развития прагматических компетенций у учащихся. Чтобы обеспечить всесторонний анализ, статьи были отобраны на основе их актуальности как для прагматического образования, так и для обучения казахскому языку. Процесс поиска проводился с использованием академических баз данных, таких как JSTOR, Google Scholar и Researchgate. Результаты этого исследования показывают, что «Упражнения по повышению осведомленности» и «Рольевые игры» более эффективны для повышения прагматической компетентности носителей казахского языка, в то время как «Иммерсия», «Обучение коммуникативному языку» и «Обучение на основе задач» более эффективны для повышения прагматической компетенции лиц, для которых казахский язык не является родным. Авторы утверждают, что упражнения по повышению осведомленности могут помочь учащимся развить свою межкультурную компетентность, научив их распознавать и адаптироваться к различным стилям и нормам общения. Точно так же рольевые игры могут помочь учащимся развить их прагматическую компетентность, предоставляя возможность практиковаться в использовании языка в соответствии с контекстом. Теоретическая актуальность исследования заключается в выявлении эффективных педагогических стратегий повышения прагматической компетентности изучающих казахский язык. Этому способствует существующая литература по прагматическому образованию и преподаванию языков. Практическая значимость заключается в рекомендациях для преподавателей иностранных языков по включению этих стратегий в свою практику преподавания для повышения прагматической компетентности своих студентов. В качестве рекомендации для будущих исследований было бы полезно провести экспериментальные тесты для проверки результатов этого исследования. В то время как анализ существующей литературы дает представление об эффективных педагогических методах повышения прагматической компетентности среди изучающих казахский язык, экспериментальные тесты могут предоставить эмпирические данные в поддержку представленных рекомендаций.

Ключевые слова: прагматическая компетенция, казахский язык, обучение языку, упражнения по повышению осведомленности, рольевые игры

Introduction

Pragmatic competence is the most welcoming property for every student and there are special methods of formation in the teaching process. In Kazakhstan, the majority of people speak Kazakh, and there is a significant role of Kazakh language

in the formation of pragmatic competence among the students. However, we have found few research that relate theme, and, because of this, it needs special attention to study the formation of students' pragmatic competencies in the process of teaching the Kazakh language. Although there are many academic papers that studied the methodology of formation of students' pragmatic competencies while teaching other languages, there aren't many studies related to Kazakh languages. These might be significant arguments for the relevance of the theme. Thus the study of the methodology of formation of students pragmatic competencies can help researchers identify gaps and limitations in current approaches to teaching pragmatics. This can lead to the development of new pedagogical approaches that are more effective in developing students pragmatic competence. Moreover, studying the methodology of formation of students' pragmatic competences is crucial in the process of teaching the Kazakh language for several reasons. Every language possesses its own individualistic pragmatic characteristics that are influenced by social and cultural environments in which it is employed – Kazakh being no exception. Ergo, teachers of this language must have a deep understanding of these specific features so that they can train their students adequately for optimal pragmatic competency. In addition to this advantage lies another one: advancing one's skill set in pragmatics in Kazakh helps preserve and promote its unique culture; language constitutes a core aspect of any given culture, so immersing oneself deeper into such nuances equips learners to better value and respect the singular cultural attributes inherent within the Kazakh people.

The purpose of the paper studying the methods of formation of students' pragmatic competencies by accenting in the Kazakh language. To reach this goal:

- classify widely spread methods of developing students' pragmatic competencies;
- comparing the various methods and identifying more effective methods for students who are studying in the Kazakh language.

Studying the methodology of formation of students' pragmatic competencies in the process of teaching the Kazakh language might improve teaching effectiveness, enhances students' language proficiency, contributes to the development of language research:romotes intercultural understanding, and supports academic and professional success. Moreover, the study is useful for academics who are exploring Kazakh culture, modern linguistic methods, and pragmatic competence in Kazakh among students.

Literature review

As authors have mentioned there is several studies in foreign languages. “The term was introduced by sociolinguist Jenny Thomas in a 1983 Applied Linguistics article, "Cross-Cultural Pragmatic Failure, in which she defined it as "the ability to use language effectively in order to achieve a specific purpose and to understand a language in context.” (Nordquist, n.d.). J. Thomas gives a definition for “pragmatic competence” and, he states that “I do not use the term 'pragmatic competence' as a synonym for 'communicative competence'... I use it to refer to one of several levels of knowledge (Hymes 1972: 281) which might also include grammatical:

psycholinguistic, and what Bell (1976) calls 'social' competences" (Thomas, 1983: 91–92). Thomas also explain "Cross-Cultural" as a distinction between "linguistic traditions" and "extralinguistic concepts" of the studied and native languages (Thomas, 1983: 91). Moreover, Hudson argues that there is a different perception of variables such as relative strength, social distance, and degree of imposition between speakers of different cultures (Hudson et al., 1992).

Hudson has developed six different tests of various types and methods, each of which includes situations in which the verbal actions of requests, refusals and apologies are combined with socio-cultural variables of power, distance and imposition. They conducted these tests for Japanese students studying English in the context of ESL, and reported their findings when developing prototypes of measurements of intercultural pragmatics (Hudson et al., 1995). Ken Enochs and Sonia Yoshitake-Stra tested the six measure of Hudson and Detmer, Brown, and, in their study Enochs and Yoshitake-Stra studied the reliability:racticality and validity of the six measures of cross-cultural pragmatic competence (Enochs and Yoshitake-Strain, 1999). Further, Enochd and Yashitake-Stra got good results and concluded that the tests developed by Hudson proved to be very reliable and valid in assessing pragmatic competence when they were handed over to EFL students at a Japanese university. It also seems that the improvement of pragmatic competence takes quite a long time in the target culture to achieve significant success (Enochs and Yoshitake-Strain, 1999: 46). It should be noted that all these authors made attention to the cross-cultural position of pragmatic competencies that includes communication between non-native English speakers and English speakers, and determined "pragmatic competencies" as social, grammatical, and psycholinguistic competencies.

In Kazakhstan, few academics made attention to studying pragmatic competence. One of them Zh.B. Oshakbayev in her article discusses the current problems of the theory of second language acquisition. The pragmatic paradigm of bilingualism in the process of learning a second language and its typology of knowledge are investigated. The typology of pragmatic knowledge is closely related to text, speaking, and communication (Oshakbaeva, 2015). In the work of S.S. Isakova, the lexical composition, methods of creation, and pragmatic function of Kazakh terminology are considered. The topic of terminology in general linguistics and Kazakh linguistics, terminological lexicon, literary language, and national language issues will be discussed Isakova, 2007). Another author Sh.T. Zhanysbekova work-related our study's theoretical analysis of the development of pragmatic competence as a component of communicative competence for the purpose of forming a polite speech culture of students (Zhanysbekova, 2021). However, these studies stay out of exact methods of improving pragmatic competence. Based on the above-mentioned arguments, the authors found that the formation of students' pragmatic competencies in the process of teaching the Kazakh language is needed, especially attention and deep studying.

Methods

In order to explore the methodology of formation of students' pragmatic

competences in the process of teaching the Kazakh language, educational articles were consulted as primary sources. The research was conducted by analyzing and synthesizing information from various literature on this subject matter. The method employed involved reviewing published works related to pragmatics education and Kazakh language teaching. This included examining various theoretical frameworks within these fields, as well as exploring empirical studies that investigated effective pedagogical practices for developing pragmatic competences among learners. To ensure a comprehensive analysis, articles were selected based on their relevance to both pragmatics education and Kazakh language instruction. The search process was conducted using academic databases such as JSTOR, Google Scholar, and Researchgate. Overall, this method allowed for a thorough investigation into the strategies used for fostering students' pragmatic abilities during Kazakh language instruction.

Results and Discussions

Kazakh enjoys official status as well as being recognized as the state language of Kazakhstan. It dominates conversation across all territories within the central Asian republic where most citizens speak it natively. However, while it remains a staple tongue throughout much of Kazakhstan's vibrant cultural landscape, other languages take up space elsewhere within its borders; for instance, Russian predominates over Kazakh use within urban settings and northern territories. Beyond that even Uzbek, Tatar, Uighur, and Kyrgyz make up some extent part of Kazakhstan's linguistic tapestry. Meanwhile, Kazakhstan's recognition policies on Kazakh have been subject to heated debate nationwide with regards to its declining rates- particularly in cities where city-dwellers tend towards speaking Russian on a more frequent basis. According B.S. Abduova and G.K. Tulesheva state that the ability to write Kazakh and express one's thoughts has not yet been developed among students in Kazakhstan. It also says that Russian-language media and information have a great influence on the people of Kazakhstan (Abduova and Tulesheva, 2022: 55–57). According to 2020 data, there are 7,440 schools providing general education in Kazakhstan. Among them, 3809 schools provide education in Kazakh, 1287 schools in Russian, 2319 schools – combined (Seidakhmetov, 2021). Thus, all the above-mentioned facts lead us to the clarity that Kazakhstan is a cross-cultural space.

It is clear that in Kazakhstan two big auditoria: auditoria which speaks mainly in Russian and auditoria which speaks in Kazakh. In Russia's educational institutions located throughout Kazakhstan's territory, secondary instruction often includes lessons on how best learn speak Kazakh as well as its grammar structures and linguistic nuances. Decisions regarding curriculum planning however vary based upon institutional location - so much so that certain places might allot generous periods given over exclusively towards these kinds of lessons while elsewhere it may only be regarded as an afterthought worth minimal investment. Government officials have unveiled new plans recently aimed at bolstering interest among younger generations by placing greater emphasis upon indigenous languages like this one; changes aimed at boosting bilingualism and improving instruction quality

throughout the nation's schools. Some Russian learning facilities have answered this call by expanding their course catalogs, facilitating cultural exchange activities that aim to celebrate Kazakhstani heritage through language-based instruction. Yet some issues remain unsolved, such as lack of sufficient quantities of qualified instructors, a shortage of materials available for purchase or distribution amongst educators, and limited support from the broader network of educational institutions. Moreover, students' pragmatic competence also belongs to such problems.

Although in the Kazakh auditoria students speak in Kazakh, the pragmatic competence is relevant. Nowadays youth pragmatic competence is getting worse because of some factors. One of them is social media. Social media has the potential to expose students to improper language usage, exemplified by offensive or aggressive behavior. This normalization of such conduct makes it considerably difficult for students to recognize appropriate social cues and norms. Furthermore, social media can encourage the use of slang and casual language, which undermines the student's proficiency in utilizing more sophisticated diction when necessary. In few regions of Kazakhstan students speak in Kazakh mixing with Russian language. This occurs when Kazakh is used as the primary language, but many Russian loanwords are used, and Russian grammatical structures are incorporated into Kazakh speech. In these regions, many students may grow up speaking a mixture of Kazakh and Russian, and this can be reflected in their speech patterns and vocabulary. Mixing two languages can potentially negatively affect pragmatic competence if the speaker cannot effectively navigate the social and cultural context in which they are communicating. Using inappropriate language mixing in a given context or audience could result in confusion, misunderstandings, or offense. With regards to students there are two categories- those whose native language is Kazakh and those whose Kazakh is non-native. Thus, improving pragmatic competence all these nuances should be taken into account.

Pragmatic competence for native speakers in Kazakh

Pragmatic competence serves as a key concept within both linguistics and language education--characterizing the ability to employ appropriate linguistic styles depending on cultural and social contexts. Such an aptitude entails not just using speech in a way that fits cultural norms or adheres to specific expectations based on speaker intent--but also considers the communicative context at hand. To further expound upon this concept; according to Bachman and Canale as well as Swain--pragmatic competence involves possession of knowledge regarding sociolinguistic rules (pertaining to societal guidelines dictating linguistic usage), discourse regulations (which stipulate how forms of talk are executed), along with strategic principles (outlining strategies for effectual communication) such as politeness, indirectness or negotiation (Bachman, 1990; Canale and Swain, 1980).

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based on speaker intent--but also considers the communicative context at hand. To further expound upon this concept; according Bachman and Canale as well as Swain--pragmatic competence involves possession of knowledge regarding sociolinguistic rules (pertaining to societal guidelines dictating linguistic usage), discourse regulations (which stipulate how forms of talk are executed), along with strategic principles (outlining strategies for effectual communication) such as politeness, indirectness or negotiation. According to Crystal "Pragmatic is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Tello Rueda, 2006). However, a logical question arises at this point. What is the main difference if pragmatic competence for native speakers? It includes main problems improve the pragmatic competence Kazakh language. As authors mentioned before students are getting majority information from social network and communicating with various messengers. It is necessary to replace rude words and slangs, which are likely to be formed through social networks, with the most polite and understandable words. Even though the native language of students is Kazakh, young people may struggle to express themselves clearly and to write and structure coherent sentences and essays. Sh.T. Zhanysbekova who is studying the pragmatic competence of Kazakh students, states that at the level of pragmatic competence, it is not enough to know pronunciation, grammar, and vocabulary for quality communication and sufficient expression of thought, it is necessary to take into account the rules of language communication and the multi-level of the statement. It is necessary to distinguish between the literal and figurative meanings of the words used (represented in dictionaries) and the contextual meaning of the words the meanings the speaker wants to convey through these words. If the formation of pragmatic competence is neglected, then students may make mistakes in certain communication situations. The inability to convey one's thoughts accurately to speakers or writers leads to pragmatic errors (Zhanysbekova, 2021: 210). Sh.T. Zhanysbekova also tested students for monologue level and dialogue level and suggested "An important consideration when designing pragmatic competence development activities is that these activities remain authentic and meaningful. Students' level of pragmatic competence can be developed through a range of activities and contexts, with explicit and implicit instructions predominating. Therefore, in order to increase the level of pragmatic competence of students, special attention should be paid to the rules of social norms, which differ from the norms in the home culture" (Zhanysbekova and Syrlybaeva, 2022: 213).

Most methods for improving pragmatic competence are devoted to non-native speakers and cross-cultural space. Although Kazakh students are native speakers, Kazakhstan is considered a cross-cultural space. Thus, this situation allows us to use the methods of non-native students for native students. One of the widely spread methods is Role-playing activities. Role-playing activities are a type of language practice that involve simulating real-life situations and practicing the language and

behaviors that would be appropriate in those situations. Role-playing can be a useful tool for developing pragmatic competence among native speakers because it allows individuals to practice using language in context-appropriate and effective ways. By simulating different social situations and contexts, individuals can learn to recognize and adapt to different communication styles and norms. Rebecca Oxford, a language learning researcher and educator argues that role-playing can help learners develop their linguistic by providing opportunities to practice language in realistic and meaningful situations (Oxford, 2006). Moreover, role-playing can be particularly effective for developing pragmatic competence because it allows learners to practice adapting to different communication styles and contexts. Angelina Van Dyke William R. Acton argues that “The generally successful application of the targeted skills and concepts by course end most likely resulted from the engaging meta-pragmatic interactions preceding the role-plays, and the formal and informal instructor feedback related to implicature:rosody, implicit understandings, direct conversation strategies, grammar, and vocabulary” (Dyke and Acton, 2022). Farzad Hosseini tested this method among the studets and stated “role can afford the design and execution of developmental pedagogical interventions on aspects of learners’ emerging pragmatic competence by directing their attention to their own and native speakers’ uses of focal pragmatic features in a context of authenticity” (Hosseini, 2016: 212).

Besides, there is another effective approach for improving the pragmatic competence of students. It is awareness-raising method. Awareness raising exercises refer to a specific type of activity designed to facilitate learning around how social and cultural aspects influence our utilization of languages. Native speakers can benefit from these activities significantly by improving their pragmatic competence through recognizing fine grained details specific to various social contexts related while utilizing languages effectively. Among notable scholars who have delved into this phenomenon is sociolinguist Adrian Holliday, who notes extensively on awareness raising exercises for enhancing intercultural competency among language learners. Holliday emphasizes how these exercises support the development of adaptability when recognizing different styles and norms of communication, which ultimately deepens learners' comprehension of social and cultural aspects that underpin language use (Holliday, 2018).

Another author who has written about the benefits of awareness-raising exercises is Hilliard (Hilliard, Amanda, 2017) highlights how cultural and pragmatic differences can result in negative transfer and inappropriate behavior, which can affect both language learners' social interactions and their academic performance. Therefore, awareness-raising exercises are necessary to enhance their understanding of appropriate language use in different social contexts. Eslami-Rasekh's (Eslami-Rasekh, 2005) study provides an example of how a female graduate student felt offended when her male office mate complimented her appearance because such compliments have sexual connotations in her country. This shows that without adequate knowledge of pragmatic norms, even seemingly harmless comments or

gestures can lead to misunderstandings or conflicts. Kasper's study emphasizes that pragmatic knowledge affects all communicative acts; it involves adapting linguistic formulae to social contextual constraints while also understanding indirect utterances' implications (Kasper, 1992). Similarly, Adyagarini's study asserts that raising pragmatic awareness is crucial for language teaching since learners require practical knowledge beyond grammar rules to communicate effectively in real-life situations (Alsalloom, 2022). Therefore, based on these findings from multiple sources cited above Awareness-raising exercises designed specifically for native speakers could significantly improve their pragmatic competence by enhancing their knowledge and understanding. These exercises could involve situational role-playing scenarios where individuals encounter various communication challenges requiring them to adapt quickly - using proper tone & style appropriate expressions - while remaining sensitive towards others' feelings within specific contexts such as workplace settings etcetera.

Both awareness-raising exercises and role-playing activities can be effective for improving native speakers' pragmatic competence, but they target different aspects of language use and can be used for different purposes. To improve their linguistic abilities learners must become familiar with possible social and cultural factors that impact how we speak or write certain things. Awareness raising exercises contribute to developing this awareness by helping them recognize and appreciate diverse uses of language across various communities or settings. This type of exercise is then instrumental in teaching learners how to apply context sensitive speech patterns accordingly thereby strengthening their pragmatic competence over time. Role playing activities are another type of exercise that puts these patterns into perspective by simulating real life interactions between speakers and listeners or writer readers which allows individuals to familiarize themselves with potential scenarios they might encounter one day soon (and practice communicating efficiently). Both types can work together towards a common goal; however sometimes one is more effective than the other depending on what your goals might be or what kind of help you need as a learner. To optimally develop their pragmatic competence native speakers must engage in both awareness raising exercises and role playing activities. The synergy between these two methods offers a well rounded comprehension of how language functions within different social contexts.

Pragmatic competence for nonnative speakers in Kazakh

The development of pragmatic competences in students is a critical aspect of teaching the Kazakh language as a second language. As noted by Salkynbay and Anarbekova, the communicative-functional technique can be effective for teaching spoken language to beginners since it selects the most efficient structures and methods of expression (Salkynbay and Anarbekova, 2020). This approach focuses on enabling learners to communicate effectively in various social contexts, emphasizing practical communication skills rather than just theoretical knowledge. To develop pragmatic competences, students need to be able to understand and use language appropriately depending on their intended purpose, audience, and

context. Yuldasheva points out that discursive competence plays an essential role in this process. It includes awareness of communicative intentions:ossession of communicative roles such as speaking and listening during exchange thoughts or ideas for analysis or conclusions about specific topics (Yuldasheva, 2019). Alua et al.'s study focused on creating a pedagogical system for ethnocultural adaptation when teaching Kazakh as a second language (Alua et al., 2022). The researchers found that effective approaches included cultural conformity, anthropocentrism, integration, and differentiation principles. Combining these different methodologies can facilitate more effective learning outcomes regarding developing pragmatic competencies among Kazakh second-language learners. To achieve this goal fully requires incorporating task-based instruction with authentic cultural materials into curriculum design along with communicative language teaching techniques - according to our thesis statement which highlights these three factors' importance. It's important not only to teach grammar but also how individuals interact within society through using linguistic conventions so that they have well-rounded knowledge about culture too! By considering all these aspects simultaneously while designing curriculums will lead us towards better results overall-where pupils are confident speakers who know what they're talking about! In summary: The development of students' pragmatic competences is fundamental when teaching the Kazakh Language as a Second Language effectively. The combination of different methodologies like Communicative Language Teaching, Task-Based Instruction, and the Integration of Authentic Cultural Materials into Curriculums can be effective. This combination is supported by research from Salkynbay and Anarbekova (2020), Yuldasheva (2019), and Alua et al. (2022). The focus should not only be on grammar but also on how individuals interact within society through using linguistic conventions to have a well-rounded knowledge about culture.

The effective methodology of teaching the Kazakh language as a second language should prioritize the development of students' pragmatic competences, which can be achieved through a combination of communicative language teaching, task-based instruction, and the integration of authentic cultural materials into the curriculum. This thesis statement emphasizes that pragmatic competences play a crucial role in second-language acquisition and should be given priority during instruction. The use of Communicative Language Teaching (CLT) highlights an approach where learners are encouraged to engage in communication while learning grammar and vocabulary structures. Task-Based Instruction (TBI) is also mentioned as an effective method for promoting pragmatic competence by providing opportunities for learners to experience real-life situations. Additionally, integrating authentic cultural materials into the curriculum can help learners understand how native speakers communicate pragmatically in their everyday lives. This exposure to culture has been shown to increase motivation and participation among learners. These implications suggest that when designing instructional programs for teaching Kazakh as a second language, it is important to focus on developing students' pragmatic competences through CLT, TBI, and authentic cultural materials. By implementing these methods effectively

within the classroom environment instructors can ensure that students gain not only knowledge but practical skills necessary for communicating with native speakers. In conclusion, future research could explore different ways of incorporating CLT and TBI methodologies along with authentic cultural materials into instructional programs aimed at developing pragmatic competence among non-native speakers who are learning Kazakh as a second language. Additionally, the study could delve deeper into other factors such as age or educational background impact how well these methods work on different populations.

Besides, immersion is a language learning approach where a person is surrounded by the target language and culture, which helps them learn the language through exposure and interaction with native speakers. This approach has been widely studied in the field of second language acquisition. For example, when Filipino migrant workers aim to learn the language spoken in their host countries, achieving a native-like level of proficiency often proves challenging. Meniado's study from 2019 shows that becoming immersed in and actually using the target language in real-life communication can make acquiring it easier (Meniado, 2019). Hence, immersion has proven to be an extremely potent method for picking up a second language like Kazakh. Rivers' research from 1996 regarding Self-Directed Language Learning and Third-Language Learner indicates that third-language learners are highly successful because they tend to learn more quickly than second-language learners who are studying the very same target language (Rivers, 1996). This finding further advocates for immersion as an effective means of learning Kazakh since it provides opportunities for interacting with native speakers within authentic contexts. The critical role motivation plays in second-language acquisition cannot be overstated, according to Arapova's proposition back in 2017 motivated students tend to perform better than those without any enthusiasm or drive (Arapova, 2017). As such creating an immersive environment that fosters interest and excitement among Kazakh learners could lead towards higher success rates when trying fluency. Regarding communication strategies used by adult Filipino migrant laborers when conversing using their host country's dialects, Meniado discovered syntactic avoidance as being one of the most commonly utilized tactics followed by direct appeal made right away to authority figures along with integrating gestures, facial expressions, and translation tools where needed. Such results suggest implementing an immersive approach would not only present them with chances to sharpen up on their linguistic abilities but also give them exposure & interaction opportunities with native speakers—developing cultural competence respectively. Overall given its effectiveness across various languages including Kazakh—immersion remains invaluable tool granting those seeking foreign tongue proficiency high chances of succeeding!

The immersion approach to language learning has both advantages and disadvantages, as identified by various researchers in the field. Immersion provides learners with exposure to authentic language use in real-life situations, which can help them develop their listening and speaking skills. Moreover, immersion allows learners to gain insights into the cultural and social norms of the target language

community, which can help them communicate effectively and appropriately. Furthermore, immersion can be a motivating and engaging way to learn a language, as learners are immersed in a rich and stimulating language environment. As noted by prominent researcher Merrill Swain, immersion programs hold significant advantages for language learners (Swain, 1995). Nevertheless, these programs can also pose certain difficulties for individuals who are not accustomed to the culture or language they are immersed in; expert scholar Jim Cummins has pointed out this potential drawback (Cummins, 2000). Overall then, while an immersion approach can certainly facilitate linguistic acquisition as well as foster greater cultural awareness in learners – there exist inherent challenges that must be acknowledged.

Conclusion

Whereas those who grew up speaking the language possess an intuitive understanding of its cultural nuances– those who did not acquire it from birth may find developing their pragmatic competence more arduous. Accordingly - approaches towards improving said competence will likely need to differ between these two groups; context-based immersive learning programs could prove most effective for native speaking students whilst explicit instruction on cultural norms might better serve non-native students. It is critical to acknowledge the differing language backgrounds among various groups while adopting custom tailored teaching approaches for effective learning outcomes. The acquisition of pragmatic competence is a significant facet of language learning that encompasses various methods for augmenting its development among native and non-native Kazakh speakers. However the efficacy of these methods varies widely based on contextual nuances such as proficiency levels. Native Kazakh speakers can harness the benefits of awareness raising exercises and role playing activities specially designed to concentrate on particular social scenarios while providing ample opportunities for reflection and practice sessions. These techniques increase speaker awareness about using language appropriately across diverse social contexts while honing communication skills necessary for each unique setting such as addressing different age groups or those belonging to distinct societal statuses.

Nonnative Kazakh speakers seeking impractical opportunities surrounding pragmatic competence may benefit from immersion programs coupled with conversational practices. Immersion programs provide exposure to the language within an authentic setting that facilitates active learning experiences through direct interaction with native speaking Kazakhs. Language learners seeking improvement can benefit from practicing with native speakers who can provide feedback while helping build fluency and confidence. However, it's worth noting that combining several approaches results in a more comprehensive learning experience. For example: airing immersion programs with role-playing activities helps learners assess their language skills in specific social situations while conversational practice combined with awareness-raising exercises increases familiarity with Kazakh cultural norms. Recent research indicates that communicative approaches coupled with real-life scenarios help develop pragmatic speaking skills which are further honed through

task-based activities within practical settings. Authentic materials like movies or songs facilitate a better understanding of cultural subtleties affecting language use. Without a doubt, teacher training is essential for enabling effective instruction that focuses on fostering pragmatic competencies in students. In conclusion, every technique presents unique strengths and limitations, making it crucial to select the most suitable approach based on each student's language proficiency level and desired outcomes.

Adapting a combination of techniques to suit individual learning requirements makes it possible to develop pragmatic competence in Kazakh while enhancing communication skills with this language.

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