

РЕСПУБЛИКАЛЫҚ ПЕДАГОГИКАЛЫҚ
ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ЖУРНАЛ



ҒЫЛЫМИ ІЗДЕНІС



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наурыз

All over the world free using idioms in speech is a difficult problem for people, learning English language as a foreign one. Idioms often cause serious difficulties even with people, who know English very well. And if they intentionally avoid using idioms, in this case their oral and written speech, most likely, will be dull and high-flown. So we think that the research is quite actual.

Idioms make our speech more expressive, vivid, and imaginative. Having a rich vocabulary of idioms, you can not only understand shades of meaning, stylistics, emotion, but you also will enrich your speech, make it more natural, that, of course, will make your intercourse easier with foreign colleagues and friends.

People, who improving in English language, should previously understand that using idioms is truly intercourse isn't happy or idiom to a style of the end of XX century. On the contrary, understanding and right using idioms testifies about high level of possession of English language.

Aims of the research

to explore the world of English and American idioms;

to analyze school textbooks and there have to use idioms in practice;

Tasks:

to research the history of idioms;

to demonstrate a variety of them;

to help other students to use idioms.

The object of the research, thus, is an idiom as a linguistic phenomenon. Its subject comprises investigation of usage of idioms in practice.

Methods: analysis, comparison, illustrative method, method of material explanation.

The results of the research can be used by English-learners and the teachers of English.

1. CHAPTER 1. DEFINITION OF IDIOMS

1.1 WHAT IS AN IDIOM?

Any language has a lot of idioms. Idiomatic expressions are a vital component of English in particular. They reflect mentality and culture of the people, speaking this language. If we compare English and Russian languages, we will also find out a great number of idioms, like "has remained with a nerve", "to sit in a pond" or "one a dog" and so on in Russian language.

An idiom is a phrase or expression that has a meaning different from what the words suggest in their usual meaning. All idioms have some sort of meaning behind them such as "butterflies in my stomach". The meaning is a feeling caused by nervousness. Idioms can be really funny, but some are really tricky.

Idiom (noun) - an expression conforming or appropriate to the peculiar structural form of a language; so around you an expression sanctioned by usage, having a more peculiar to itself and not agreeing with the logical sense of its structural form. The term *red herring*, an idiom meaning 'false lead', is used of something which is neither red nor a herring.

English and American idioms are very different. Such American phrase as to get one's foot into it, meaning to make a public official, in British English is passed by phrase to drop a brick, which won't be clear for the majority of the people living in USA.

Idioms are very widespread in modern English language. We can divide all idioms into different parts according to their meaning. They're everywhere around us.

as

1.2 STRUCTURE OF IDIOM

Most idioms are unique and fixed in their grammatical structure. The expression is it as the time comes become to sit on a fence or to sit on the fence. However, there are many changes that can be made to an idiom.

Some of these changes result in a change in the grammatical structure that would generally be considered to be wrong. To be broken literally means that something is broken. The lamp is broken so I cannot easily read my book. To be broke is grammatically incorrect but it has the idiomatic meaning of to have no money. I am broke and I cannot go to cinema tonight.

There can also be changes in tense, pronouns or in the verb forms. I sat on the fence and did not give my opinion. Many people are sitting on the fence and do not want to give their opinion. Adjectives and adverbs can also be added to an idiomatic phrase. The politician has been sitting squarely in the middle of the fence since the election.

Many idioms are similar to expressions in other languages and can be easy for a learner to understand. Other idioms come from other phrases which have changed over time.

To hold one's horses means to stop and wait patiently for someone or something. It comes from a time when people made horses and would have to hold their horses while waiting for someone or something. "Hold your horses," I said when my friend started to leave the store.

Other idioms come from such things as sports that are common in the United Kingdom or the United States and may require some special cultural knowledge to easily understand them.

To sweat all of one's bones means to thoroughly prepare for or deal with a situation. It comes from the American game of baseball where you must sweat or protect the bones. I had to sweat all of my bones when I went to the job interview.

The development of the language is closely connected with the development of society. In this sense it, it will be of great interest to see the relationship between history and language. Perhaps the most obvious demonstration of this relationship will come from identification and analysis of those idioms, which reflect American history or reflect American culture of this or that historic period.

Studying idioms from authors will attempt to be less than they can more easily than other language units (concrete and more facts about the past, cultural features of a nation, traditions, customs, beliefs, etc. features of the so-called "imaginary" function of a language. The element, which underlies the information, is called "national-cultural component". There are many definitions of an idiom, but most theories agree that main feature that the linguistic unit consists of more than one word, it is stable, and idiomatic, that is the meaning of a whole and does not emerge from the meaning of words it consists of.

Psychological analysis of the data obtained showed that it is possible to distinguish several groups of idioms according to the period in the history of the U. S. War history.

2. CHAPTER 2. IDIOMATICS AND CHANCE IN AMERICAN ENGLISH AND BRITISH ENGLISH

2.1 MAIN DIFFERENCES IN USAGE

How does then American English differ from British English in the use of idioms? There are no radical differences in its realization. The more differences are in the situations where idiomatic expressions are used. There have been many studies recently on this subject. American English adopts and creates new idioms at a much faster rate compared to British English. Also the idioms of American origin tend to spread faster and further. After what has been established in the 17-20. cc. American idioms may soon be found in other "variant" and dialects of English. Nonetheless new British idioms tend to stay on the British Isles and are rarely encountered in the U. S. British idioms are actually more familiar to other Europeans or to the people of the British Commonwealth than to Americans, even though the language is same. The reason for all these facts is that Britain is not the world power it used to be and it used to be said that the U. S. has taken the role of its leading partner in the development of language, media and popular culture. Britain just doesn't have the magnitude of media influence that the United States possess.

The conclusion is that the future of idiomatic expressions in the English language seems certain. They are more and more based on American English. This development will express through new products like the Internet and interactive multimedia. It is hard to say what this will do to idioms and what kind of new idioms are created. This will be an interesting development to follow, and by no means less it knows the history, variety and value of English language.

2.2 English idioms and their usage in everyday life

What about English idioms? I could find a lot of them, but I'll give examples only about some of them which I consider the most interesting and I'll recommend my classmates to use them working with British literature chosen, making analysis of different creative works and writing project tasks. However, almost all of these drawings were made by me in a chaotic and egg situation. This is an informal expression, which describes a situation in position in which it is impossible to decide which of two things was the cause of the other. For example: The connection between lack of education and poverty is a chicken and egg situation. Are people poor because they have no education or do they not get an education because they are poor?

The expression comes from the idea of a chicken and its egg. Does the egg come from the chicken or the chicken from the egg?

Good and better. When we use the idiom "Good and better" we mean someone's boyfriend or husband. For example: I don't remember the thing that she did, but it's my "good and better".

Idiomatic expressions are a vital component of English in particular. The common idiom will increase our understanding, though most of us individually avoid trying to use them. In my work I offer you some idioms such as: beauty, school, accommodations, beauty, scholarship, everyday life. I've selected them from different books and Internet sources according to my point of view and my understanding. I hope it will be a good source for teachers and students.

3. CHAPTER 3. ENGLISH IDIOMS AND THEIR TRANSLATIONS

3.1 TRANSLATIONS OF ENGLISH IDIOMS INTO RUSSIAN

Why for the birds without a nest? And for the birds — a nest without a bird.

He swept under the rug. He swept it under the rug.

For work please the

concentration

without a word of warning appears

They have to be away from

Get them on the ground. They're on the ground. They're on the ground.

Go ahead and tell me about your business.

Go on for the bill. That's all right?

Keep that up about you the business that I'm in. I'm in the business of business.

Ask the man about you, not the business. Not the business.

3.2 TRANSLATIONS OF RUSSIAN IDIOMS INTO ENGLISH

There is no such thing as a free lunch.

There is no such thing as a free lunch.

There is no such thing as a free lunch.

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[illegible]

James the Just? It's almost time!

...the

important while it is possible to keep yourself in hand

supplies (1 set \$4000) + medical care's shop

on our quest, a new measure - by leaps and bounds

no alcohol-tobacco - 20% day work

no contact with the infected getting a couple of days

LYNN BILLYE B. A. BENTLEY

Save you a head!

My address: 16101 Greenview

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• **comment:** Since you are having trouble doing the slides, I'll give you a hand

Two Months Ago Started These Drugs

Shipping: Two people are usually called a position better than one person.

Figure 1

PAGE 2 OF 2

Summary: I couldn't figure out the answer to the puzzle as I asked May to help me out. Before long we got the answer. It really shows that two heads are better than one.

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My name is _____

Share the news on

Woman: My friend gave his name a ring to ask if he could take to my place after school.

But, All My Eggs in One Basket

Meaning: you all and your trust in each other thing is great

There is no one

a ceremony. Heide made two plans for his birthday party. One was to take his friends swimming and the other was to go to the beach. By not putting all his eggs in one basket, he was certain to have a good birthday party, no matter what the weather was.

Conclusions

Others make our speech more expressive, vivid, and imaginative. Having a rich vocabulary of verbs, you can not only understand shades of meaning, as nouns, adjectives, but you also will enrich your speech, make it more colorful, that, of course, will make your sentences easier to digest, understand and think.

By researching the history of Ashkenazi Hebrew I've known that many authors call attention to the fact that Hebrew was more (and) less than other languages: more immediate and more fast than the past, cultural semantics of a nation, tradition, identity, etc. because of the so-called "innovative" function of the language. When I've read it I've tried to prove or disprove this affirmation, so I've run through a great number of different books and came to some conclusions, which were expressed in my work.

The forms of idiomatic expression in the English language were certain. They are more and more based on American English. This development will continue through new sentences like the Internet and wireless cellphones. It is hard to say what they will do to idioms and what kind of new idioms are created. That will be an interesting development to follow, and by no means does it leave the basic, native and core of English language.

In my work, I've composed small scenes trying to apply the learned knowledge about illness in practice.

Moreover, I've analyzed my school curriculum and made my curriculum on some topics, which we've touched upon at the University.

They also approached a lot of musicians and requested live in-studio recordings and use them in practice.

Well, all my sons have happy endings and I hope my death will be a good lesson for teachers and students in their work with illness.

1998年11月

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Acknowledgments

11. *Electoral District* _____

of 10.5% (range 0.0–20.0%)

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1.3. Measurement methods

III. Results

iv. That source is reliable: _____

1999

Supports the award itself.

Курсовые работы могут выполняться как индивидуально, так и группой, но обязательно с участием преподавателя. В процессе выполнения курсовых работ студенты должны использовать научные труды, материалы, данные, полученные в ходе исследований, а также материалы, полученные в ходе практической работы.

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1994

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Каждый из них имеет свои тайны и свои проблемы, но все же они несут в себе нечто общее, что делает их интересными и значимыми. Это, конечно же, любовь, которая способна преодолеть все трудности и порождает самые прекрасные чувства.

РЕСПУБЛИКАЛЫҚ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ЖУРНАЛ
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SPECIFIC FEATURES OF TEACHING COMMUNICATIVE SKILLS TO LEARNERS

Speaking is very important when learning a second language. Despite its importance, schools and universities do not pay enough attention to grammar and speech, such as the unfavorable teacher-student relationship.

Speech was not tested because of the problem of its objective assessment and the time spent on speech tests. Speaking is a skill that deserves attention in both the first and second languages. Learning communicative skills is an important aspect of learning a second or foreign language, and success is measured by the ability to communicate in a language.

Speaking is one of the most important of the four language skills, as people who speak one language are called speakers of that language. The main purpose of teaching English is to be able to use English effectively and correctly in communication with students.

However, language learners do not seem to be able to communicate fluently and clearly because they do not have enough knowledge in this area.

When we talk about speech, we do not mean just words. This means conveying the message orally. This skill is often overlooked in the classrooms of some teachers. Students do not have the opportunity to speak English both in and out of the classroom. Unfortunately, speech is not an important part of a teacher's exam. Students need a lot of experience to learn to speak. Students can improve their communicative skills by listening and repeating. Teachers can give students some sentences and ask them to repeat them. This can take away the shyness of their students. Teachers can use short class questions and short dialogues to develop students' communicative skills.

One of the most difficult skills for language learners is communicative skills. Speech is considered to be the most important of the four language skills. Many students say they have studied English for many years but cannot speak it correctly and clearly.

Speech has always been a major focus of language learning, but the nature of communicative skills and the way they are taught have undergone significant changes in thinking in recent years. Speech is "the process of creating and distributing meaning using verbal and non-verbal symbols in different contexts".

Speaking is an important part of learning and teaching a second language. L2 students view speech as a basic skill and they (or their friends / family / others) evaluate their progress in communicative skills. Despite its importance, it has not been important to teach speech for many years, and English teachers continue to teach speech as a repetition of exercises or memorization of dialogues. However, in today's world, the goal of teaching speech is to improve students' communication skills, because only in this way do students learn to express themselves and follow the social and cultural rules that apply to each communicative situation. To teach second-language learners the best speech, here are some speech activities that are designed for ESL and EFL classroom settings, as well as recommendations for oral language teachers.

Teaching to speak. Speaking is one of the most important skills. A language learner's judgment and self-esteem are based on his or her ability to speak. Getting students to speak is a difficult task for teachers because there are some barriers and affective filters. You can write or read individually, learn grammar or listen, but you can't speak on your own, so teaching speech requires a lot of thought.

Communicative language teaching:

- The method is a tool for organizing the language syllabus. Emphasis is placed on dividing the global concept of language into a unit of analysis in terms of the communicative context in which they are used.

- There is a consensus.
- Different language skills are involved
- The material is presented in context
- It focuses on the situation and the conditions and styles for the participants.
- Clear and precise (different competencies)
- Form and functions and development of autonomous students

Language has a certain degree of flexibility that does not apply to other topics. Not surprisingly, this is one area of teaching where many educators integrate global education. In recent decades, the general perception of the process of learning a foreign language has changed radically, and communicative language learning can be considered as a result of this new understanding. In order to achieve the main goal of the dissertation - to develop students' speaking skills - lesson plans and role-playing games should be guided by the principles of a clear approach and have specific goals for that purpose. For this reason, the choice of

communicative language was chosen. However, the specifics and goals need to be clearly stated. This part of the dissertation first deals with the basic principles of teaching communicative language, and then with the objectives of this approach.

Communicative language learning emerged in the UK in the 1960s as there was a growing need to focus on interaction when learning a language. According to Richards and Rogers, the communicative approach "replaced situational language teaching, which at that time was the most widely used method of teaching English as a foreign language in the UK". This approach did not show a methodology that was relevant to that period at the time. Communication task prevalence.

Teaching in a communicative language is a broader method than just teaching. As Harmer puts it, "The communicative approach, or communicative language teaching (CLT), has now become a generic 'umbrella' term to describe learning systems that aim to improve students' communication skills, which is very different from learning-oriented learning because there is only language and no attention is paid to their use in communication.

That is, it is usually described as a set of methodological principles used in the lesson. Nunan famously stated the five principles or features of the CLT:

Learning to communicate through interaction in the target language.

- Introduction of original texts in the reading situation.

- Allow students to focus not only on the language, but also on the learning process.

- Improving the student's personal experience as elements that significantly contribute to classroom learning.

- Attempts to link classroom learning with extracurricular language activities.

Other authors have stated the principles of the communicative approach. The following list is based on dry and long-described principles of communicative approach that facilitate the process of language learning:

- Use assignments as an organizational principle

- Progress through learning

- Income should be rich

- The input should be meaningful, clear and concise

- Promoting collaborative and collaborative learning

- Pay attention to the shape

- Provide feedback on error correction

- Recognition and respect for affective learning factors

Rahman in his "What is CLT (communicative language teaching)?" The article states that "Communicative language teaching (CLT) has some principles and features that are different from other approaches". They are as follows:

- Communicative principle; real communication to stimulate learning

- The principle of the task; Complete an important task to stimulate learning

- Principles of importance, meaningful language to support the learning process

The following table summarizes, based on Larsen-Freeman and Brown is presented below:

Table 1. Summary of Communicative Approach

Communicative Approach	
Goals	Communicative competence. Communication in social context. Appropriateness.
Role of the teacher	Facilitator, manager of learning activities, who promotes communication among students.
Teaching/Learning process	Students learn to communicate by organizing meaning in real context. Activities include role play, interviews, information gap, games, free work.
Nature of student/teacher interaction	Student-student interaction. Teacher only arranges tasks.
What skills are emphasized?	Discourse and sociolinguistic competence. All 4 skills.
Role of L1	Mostly not used.
Evaluation	Communicative tests. Both fluency and accuracy.
Error correction	Does not occur while students are speaking in order not to interrupt natural speech flow. Teachers give feedback rather than correct heavily.

Role-playing games used in the practical part of the dissertation can be understood as one of the various learning activities of the communicative approach. Their main goal is to perform the task through communication in accordance with the principles of the communicative approach.



РЕСПУБЛИКАЛЫҚ ПЕДАГОГИКАЛЫҚ ҒЫЛЫМИ-
ӘДІСТЕМЕЛІК ЖУРНАЛ
ЖУРНАЛ АСТАНА ҚАЛАСЫНДА МӘДЕНИЕТ ЖӘНЕ АҚПАРАТ
МИНИСТРЛІГІНДЕ ТІРКЕЛГЕН
№15048 - Ж КУӘЛІГІ БЕРІЛГЕН МЕРЗІМДЕ БАСЫЛЫМ БОЛЫП

МАДАҚТАМА

Темирова Назлы

«Ғылыми ізденіс»

№79(3) наурыз 2025 жылы жарық көрді


Усынбаева F.M.



ТІРКЕУ НӨМІРІ № 030

РЕСПУБЛИКАЛЫҚ ПЕДАГОГИКАЛЫҚ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ЖУРНАЛ
ЖУРНАЛ АСТАНА ҚАЛАСЫНДА МӘДЕНІЕТ ЖӘНЕ АҚПАРАТ
МИНИСТРЛІГІНДЕ ТІРКЕЛГЕН

МІНБАЖ КУӘЛІГІ БЕРІЛГЕН МЕРЗІМДІ БАСЫЛЫМ БОЛЫП САНАЛАДЫ

Республикалық педагогикалық ғылыми басылым
"ОРДЕН"

СЕРТИФИКАТ

Ирисбеков Бекмурод Тухтаматович

"Ғылыми ізденіс"

№79(3) наурыз 2025 жылы жарық көрді

10.03.2025
Берілген күні

№026

Бас редактор Усипбаева Г.М.





РЕСПУБЛИКАЛЫҚ ПЕДАГОГИКАЛЫҚ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ЖУРНАЛ
ЖУРНАЛ АСТАНА ҚАЛАСЫНДА МӘДЕНИЕТ ЖӘНЕ АҚПАРАТ МИНИСТРЛІГІНДЕ
ТІРКЕЛГЕН

№13048 -Ж КУБЫНҒА БЕРІЛГЕН МЕРЗІМДІ ҚАСЫЛЫМ БОЛЫП САНАЛАДЫ

Республикалық педагогикалық ғылыми басылым

"ОРДУ"

ДИПЛОМ

Ирисбеков Бекмурод Тухтаматович

"Ғылыми ізденіс"

№79(3) наурыз 2025 жылы жарық көрді



10.03.2025

Берілген күні

№026

Бас редактор Усенова Г.М.

РЕСПУБЛИКАЛЫҚ ПЕДАГОГИКАЛЫҚ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ЖУРНАЛ
ЖУРНАЛ АСТАНА ҚАЛАСЫНДА МӘДЕНИЕТ ЖӘНЕ АҚПАРАТ
МИНИСТРЛІГІНДЕ ТІРКЕЛГЕН

№15648-Ж КУӘЛІГІ БЕРІЛГЕН МЕРГІМДІ БАСЫЛЫМ БОЛЫП САНАЛАДЫ

Республикалық педагогикалық ғылыми басылым
"ОРДЕН"

ҚҰРМЕТ ГРАМОТАСЫ

Ирисбеков Бекмурод Тухтаматович

"Ғылыми ізденіс"

№79(3) наурыз 2025 жылы жарық көрді



Бас редактор: Усманбаева Г.М.

№026





РЕСПУБЛИКАЛЫҚ ПЕДАГОГИКАЛЫҚ ҒЫЛЫМИ-
ӨДІСТЕМЕЛІК ЖУРНАЛ
ЖУРНАЛ АСТАНА ҚАЛАСЫНДА МӘДЕНИЕТ ЖӘНЕ АҚПАРАТ
МИНИСТРЛІГІНДЕ ТІРКЕЛГЕН
№15048 - Ж КУӨЛІГІ БЕРІЛГЕН МЕРЗІМДЕ БАСЫЛЫМ БОЛЫП

МАДАҚТАМА

Латифова Висола

«Ғылыми ізденіс»

№79(3) наурыз 2025 жылы жарық көрді


Усипбаева F.M.



ТІРКЕУ НӨМІРІ № 026

Алғыс хат Благодарственное письмо

Қазақстанда білім беру мен тәрбие үдерісіне
инновациялық, ұйымдастырғыш әрі қызығарлы білім
сапасын арттыруға, білім алушылардың
шығармашылық, пәтуасын, интеллектуалды
қабілетін дамыту мен келер ұрпақ бойына үлкен
азаматтық жауапкершілік пен Отаншылдық
сезімін қалыптастыруға қосқан зор үлесі үшін

Ирисбеков Бекмурод Тухтомоновичке

шынайы бағасымызды білдіреміз!

«Педагогикалық теория мен практика»
журналының бас редакторы



Б.Күнісбеков

Тіркелу №А1127/2024





МАДАҚТАМА ГРАМОТА

Білім беру жүйесі дамуының жаңа міндеттеріне сәйкес,
цифрландыру заманындағы мұғалім тәжірибесіндегі
интербелсенді әдістерін жетілдіру және білім берудің
онлайн ресурстары бойынша ақпаратты кең таратып,
ұстаздарымыздың еңбегін еселеп, шығармашылық өре
талғамын, білімділік қуатын бағандауда кәсіби
шеберлік танытқаны үшін

Ирисбеков Бекмурод Тұстаматович
марапатталады

«Педагогикалық шеберлік»
журналының бас редакторы



[Handwritten signature]
И.Б.Б.

Шығару №344 (04)/2024





МАДАҚТАМА ГРАМОТА

Білім саласының өркендеуі жолында адал қызмет етіп,
жас ұрпаққа сапалы білім, санаты тәрбие
берудегі игілікті істер және ұлағатты ұстаздық
жолындағы шығармашылық ізденістері арасында
өз шеберлігін, біліктілігін жоғары дәрежеде
танытқаны үшін

Ирисбеков Бекмурад Тухтаматович

МАРАПАТТАЛАДЫ



Мектеп директоры

К.Алтыева



2024 - 2025 оқу жылы



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
ОҚУ-АҒАРТУ МИНИСТРЛІГІ



DARYN

«ДАРЫН» РЕСПУБЛИКАЛЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ОРТАЛЫҒЫ



III дәрежелі ДИПЛОМ

Атабек Аслбек

7 сынып оқушысы

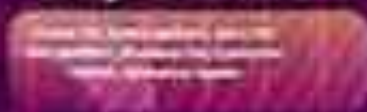


Қазақстан Республикасының «Жалпы білім беретін мектептері» заңына сәйкес

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

«АҚБОТА» ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

ЖҮЛДЕГЕРІ



№ АҚБТ-0-01-2024-048838

26-29 АҚПАН

Г.Н. ТУРСУМОВА

«Дарын» республикалық
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директоры



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ



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«ДАРЫН» РЕСПУБЛИКАЛЫҚ
ТАЛАНДЫ АРНАҒАН БАҒДАРЛАМА



ҚАТЫСУШЫ СЕРТИФИКАТЫ

Атабек Аслбек

7 сынып оқушысы



Түпнұсқа нұсқасы: «Жалпыбілім» жалпы білім беру нысаны» ЖМБ

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

"АҚБОТА" ЗІЯТКЕРЛІК ОЛИМПИАДАСЫНЫҢ
ҚАТЫСУШЫСЫ



№ АҚБТ-0-2024-048936

2024
26-29 АҚПАН



Галымбек Турсунов

ГАЛЫМБЕК ТУРСУНОВ

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II дәрежелі ДИПЛОМ

Ғаипова Сарвиназ

7 сынып оқушысы



2024



Түркістан облысы, "Жылдыбұлақ" жалпы білім беретін мектебі" ЖШС

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

"АҚБОТА" ЭКОЛОГИКА ОЛИМПИАДАСЫНЫҢ

ЖҮЛДЕГЕРІ



RUQRST-D-0-2024-564798

26-29 АҚПАН

Риса

ҒАЙДЕМЗЕК ТҮРСҮНОВ

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ғылым-практикалық орталығы
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ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
ОҚУ-АҒАРТУ МИНИСТРЛІГІ



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«ДАРЫН» РЕСПУБЛИКАЛЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ОРТАЛЫҚЫ



III дәрежелі ДИПЛОМ

Газибаева Мехримах

5 сынып оқушысы



2024



Түркістан облысы "Жылыбұлақ" жалпы білім беретін мектебі" ЖШС

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

"АҚБОТА" ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

ЖҮЛДЕГЕРІ

26-29 АҚПАН

ҒАЖДЕНБЕК ТҮРСҮНОВ

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1474qBT-D-01-2024-085236



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
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III дәрежелі ДИПЛОМ

Хасанова Малика

5 сынып оқушысы



2024



Турағай ауданы, "Жалпыбілім" жалпы білім беретін мектебі" ЖММ

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

"АҚБОТА" Зияткерлік Олимпиадасының

ЖҮЛДЕГЕРІ



№ 140ET-D-01-2024-259498

26-29 АҚПАН

ФАХИМЖАН ТҮРСҮНОВ

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Директоры



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
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ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ОРТАЛЫҒЫ



III дәрежелі ДИПЛОМ

Муратова Асилзада

5 сынып оқушысы

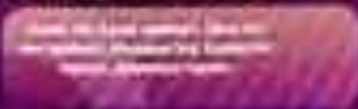


Түркістан облысы, "Жаңа-Бұзған" жалпы білім беретін мектебі" КЗМ

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

"АҚБОТА" ЭКОЛОГИКАЛЫҚ ОЛИМПИАДАСЫНЫҢ

ЖҮЛДЕГЕРІ



№ АҚБТ-О-Б-2024-873777

26-29 АҚПАН

Farzembek Tursonov

ҒАЖДЕМБЕК ТҰРСҢОВ
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III дәрежелі ДИПЛОМ

Ирискулова Зарина

5 сынып оқушысы



2024



Горизонт облысы, "Жылау-Бұқты" жалпы білім беретін мектебі" ЖШС

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН
"АҚБОТА" ЭКОТЕРПІК ОЛИМПИАДАСЫНЫҢ

ЖҮЛДЕГЕРІ



N°APBT-D-III-2024-222800

26-29 АҚПАН

ҒАНДЫМБЕК ТҮРСІНОВ

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директоры



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ОҚУ-АҒАРТУ МИНИСТРЛІГІ



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ҒЫЛЫМИ ПРАКТИКАЛЫҚ ОНТАЛЫҒЫ



II дәрежелі ДИПЛОМ

Махаматбек Файза

7 сынып оқушысы



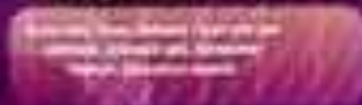
2024



Түркістан облысы, "Жаңақұдық" жаңа елді мекені, "Ақбота" ЖШС

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН
"АҚБОТА" ЗІНТТЕРЛІК ОЛИМПИАДАСЫНЫҢ

ЖҮЛДЕГЕРІ



№ АҚБОТ-О-8-2024-767204

26-29 АҚПАН

Гамиджан Турсунбе

ГАМИДЖАН ТУРСУНБЕК
«Дарын» республикалық
ғылыми практикалық орталығы
директоры



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
ОҚУ-АҒАРТУ МИНИСТРЛІГІ



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«ДАРЫН» РЕСПУБЛИКАТЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ОРТАЛЫҒЫ



II дәрежелі ДИПЛОМ

Еркимбаева Дилдора

5 - сынып оқушысы

Түркістан облысы, "Жыланбұрын" жалпы білім беру орталығы АММ



ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН

"АҚБОТА" ЗИЯТКЕРЛІК ОЛИМПИАДАСЫНЫҢ ЖҮЛДЕГЕРІ

Қарағанды облысының Ақмола ауданы, Жыланбұрын
орта мектебінің 5 сыныбы оқушысы Дилдора Еркимбаева
«Ақбота» зияткерлік олимпиадасының II дәрежелі
жұлдегері аталып, Қарағанды облысының Түркістан
ауданының Жыланбұрын орталығына



Гүлсімбек Тұрсын

ГҮЛСІМБЕК ТҰРСЫНОВ

«Дарын» республикалық
ғылыми-практикалық орталығы
директоры

№ АҚП-ОСБ-О-6 2025-040102

26 АҚПАН - 3 НАУРЫЗ 2025



KAZAKHSTAN REPUBLIC MINISTRY OF
INTERNAL AFFAIRS



DARYN

[illegible]

II дәрежелі ДИПЛОМ

Юлдашева Шахруза

5- сынып оқушысы

Григорьев, Илья Владимирович

ЖАЛПЫ БІЛІМ БЕРЕТІН МӘКТЕПТЕРГЕ АРНАЛҒАН

"АКБОТА" ЗИЯТКЕРЛІК ОЛИМПИАДАСЫНЫҢ ЖҮЛДЕГЕРІ

1990-1991: *Journal of the American Medical Association*
 1991-1992: *Journal of the American Medical Association*
 1992-1993: *Journal of the American Medical Association*
 1993-1994: *Journal of the American Medical Association*
 1994-1995: *Journal of the American Medical Association*
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 2010-2011: *Journal of the American Medical Association*
 2011-2012: *Journal of the American Medical Association*
 2012-2013: *Journal of the American Medical Association*
 2013-2014: *Journal of the American Medical Association*
 2014-2015: *Journal of the American Medical Association*
 2015-2016: *Journal of the American Medical Association*
 2016-2017: *Journal of the American Medical Association*
 2017-2018: *Journal of the American Medical Association*
 2018-2019: *Journal of the American Medical Association*
 2019-2020: *Journal of the American Medical Association*
 2020-2021: *Journal of the American Medical Association*
 2021-2022: *Journal of the American Medical Association*
 2022-2023: *Journal of the American Medical Association*
 2023-2024: *Journal of the American Medical Association*
 2024-2025: *Journal of the American Medical Association*



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26 АҢГАН - 3 НАУРЫЗ



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жоғары, жан-жақты дамыған мұғалім мәртебесін
көтеретін ерекше тұлғаны анықтау мақсатымен
мектепшілік мұғалімдер арасында өткізілген

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қатысқаны үшін

Асылым пәні мұғалімі

Ирисбеков Бесмұрад

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Мектеп директоры К.Алтынова

Тіркеу №

2024 жыл

«ҚАЗАҚТЫҢ ҮШ БӘЙТЕРЕГІНЕ»

130 ЖЫЛ ДИПЛОМ



I ДӘРЕЖЕЛІ

Республикалық ұстаздар арасында **«Үздік Педагог-2024»** атты
байқауына **«Үздік сабақ жоспары»** номинациясы бойынша жұмысы
үздіктер қатарынан табылғаны үшін

Ирисбеков Бекмурад Тухтаматович
марапатталады

«Өрлеу» Республикалық
педагогикалық шеберлігі
дамыту орталығының
директоры



Ж.Ф. Кошқымбаев

№ АЕ0187

Астана, 2024ж





КАЖАКТАН БИР КИШИНИН
ОКШОГАНДЫК МИНАЛЫ



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STATEMENT OF THE DIRECTOR OF THE
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II дәрәжәлі
ДИПЛОМ

Юлдашева Шахруза

5 - сынып оқушысы

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН
"АКБОТА" ЗИЯТКЕРЛІК ОЛИМПИАДАСЫНЫҢ ЖҮЛДЕГЕРІ

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II дәрежелі
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Еркимбаева Дилдорз

5 – сынып оқушысы

1. *Journal of Management Education*, 2004, 28(1), 10-20.



ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРГЕ АРНАЛҒАН
"АҚБОТА" ЗИЯТКЕРЛІК ОЛИМПИАДАСЫНЫҢ ЖҮЛДЕГЕРІ

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26



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26 АҚТАН - 3 НАУРЫЗ