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EFFECTIVE APPROACHES FOR INTEGRATING MODERN MOBILE APPLICATIONS INTO KAZAKH LANGUAGE TEACHING

Abstract. The following article discusses the methods of Kazakh language teaching and the modern applications that can be incorporated in it. Nowadays, one of the ultimate goals of educators is to ensure the integration of technological innovations into the educational process. Education will undoubtedly be effective for the generation born into a digital society and educated during this era. Integrating contemporary applications into Kazakh language classes will undoubtedly assist students in accessing the Kazakh language's undiscovered mysterious realm. The article reviews the most common mobile applications within contemporary educational approaches, providing guidance and determining their characteristics and functions, and evaluating their educational effectiveness. Mobile courses delivered through mobile apps have increased in popularity as a primary method for engaging students and assisting educators in developing and enhancing their professional skills. Moreover, it refers to research and the viewpoints of eminent professors on approaches to teaching the Kazakh language in general. The article examines the mobile learning benefits and drawbacks, also a variety of other facets of ICT use. It is apparent that the function of dynamic organizational processes facilitated by computer

information technology in the development of high-quality education and cognitive engagement is still being explored and augmented.

The purpose of incorporating global educational experiences into the higher education system is to encourage students to comprehend newly acquired knowledge appropriately. This article is recommended for study and implementation by university academics.

Key words: Kazakh language, teaching methods, mobile applications, mobile devices, ICT

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ЗАМАНАУИ МОБИЛЬДІ ҚОСЫМШАЛАРДЫ ҚАЗАҚ ТІЛІН ОҚЫТУ ӘДІСТЕМЕСІНДЕ ҚОЛДАНУДЫҢ ТИІМДІ ЖОЛДАРЫ

Аннотация. Бұл мақалада қазақ тілін оқыту әдістемесі және онда қолдануға болатын заманауи қосымшалар жөнінде сөз қозғалады. Қазіргі таңда білім беру жүйесінде заман талабына сай жаңа технологияларды қолдану оқытушылардың басты міндеттерінің бірі болып отыр. Цифрлы қоғамда дүниеге келіп, сол қоғамда тәрбиеленетін білім алушы ұрпаққа өз қабылдауына сай білім беру нәтижелі болары анық. Қазақ тілін оқыту әдістемесінде заманауи қосымшаларды қолдану студенттерге қазақ тілінің сұлу да сырлы таңғажайып әлемін үйренуге көп ықпал етері сөзсіз. Мақалада білім беру әдістемесінде бүгінгі күні кеңінен қолданылып жүрген мобильді қосымшалар сипатталып, олардың қолданысына қатысты түрлі мәліметтер беріледі: олардың ерекшеліктері, функциялары айқындалып, білім берудегі тиімділігі қарастырылды. Мобильді құрылғылардағы оқыту бағдарламалары, мобильді қосымшалардағы сабақтар оқушыларды қызықтырып, оқытушыға көмекші құрал болып білім алудың және кәсіби біліктілікті жетілдірудің негізгі тәсіліне айналды. Сонымен қатар, белгілі ғалымдардың жалпы қазақ тілін оқыту әдістемесі бойынша зерттеулері мен пікірлеріне сілтеме жасалады. Мобильді оқытудың артықшылықтары мен кемшіліктері тізбектеліп, ақпараттық-коммуникативтік технологияларды қолданудың түрлі аспектілері атап өтіледі. Компьютерлік ақпараттық технологиялар көмегімен орындалатын

интерактивті жұмыс жүйелерінің сапалы білім беруде, танымдық қызығушылықты дамытуда алатын орны әлі зерттеліп, толығы берері анық.

Білім беру саласындағы әлемдік тәжірибені жоғары оқу орындарының білім беру жүйесінде қолданудың мақсаты - студенттерге мотивация беру, берген білімді тиімді әдістер көмегімен игерту. Бұл мақала жоғары оқу орны оқытушыларына практикалық мақсатта қолдануға ұсынылады.

Түйін сөздер: қазақ тілі, оқыту әдістемесі, мобильді қосымшалар, мобильді құрылғылар, АКТ.

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ЭФФЕКТИВНЫЕ СПОСОБЫ ВНЕДРЕНИЯ СОВРЕМЕННЫХ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ В МЕТОДИКУ ПРЕПОДАВАНИЯ КАЗАХСКОГО ЯЗЫКА

Аннотация. В данной статье рассматриваются вопросы методики преподавания казахского языка с применением современных приложений. Внедрение инновационных технологий в образовательный процесс является одним из основных принципов педагога в современном мире. Представители поколения, воспитанные в цифровом пространстве, несомненно, будут более восприимчивы к методам, соответствующим их мировоззрению. Интеграция современных приложений в занятия по казахскому языку безусловно поможет студентам в получении доступа к неизведанной, прекрасной и таинственной вселенной казахского языка. В статье рассматриваются наиболее часто используемые мобильные приложения в современном образовательном процессе, предлагаются рекомендации по их использованию, определяются их характеристика и функции, а также оценивается их эффективность в академической деятельности. Мобильные образовательные системы и курсы, составленные с помощью мобильных приложений, стали более популярными как основной метод вовлечения студентов и оказания помощи преподавателям в развитии и совершенствовании их профессиональных навыков. Также, делается ссылка на исследования и цитаты известных ученых относительно методики преподавания казахского

языка в целом. Вместе с тем, обсуждается вопрос о преимуществах и недостатках мобильного обучения, а также, упоминается множество различных аспектов использования информационно-коммуникативных технологий. Несомненно вопрос касательно роли динамических организационных процессов, облегчаемых компьютерными информационными технологиями, в развитии высококачественного образования и познавательной активности будет исследовано и дополнено и в дальнейшем.

Главной целью внедрения глобального образовательного опыта в систему высшего образования является мотивирование студентов и пособничество при освоении знаний и навыков посредством эффективных методов. Статья рекомендована преподавателям высших учебных заведений в качестве практического руководства.

Ключевые слова: казахский язык, методика преподавания, мобильные приложения, мобильные устройства, ИКТ

Introduction. If we consider teaching the Kazakh language as a branch of science, it has a well-defined purpose and is structured around a distinctive and deliberate cognitive process. Numerous challenges in the field of Kazakh language teaching techniques should be highlighted in order to address theoretical concerns. When these requirements are identified for their conspicuous nature, the psychological and pedagogical objectives of the study become apparent, enabling the detection of any difficulties encountered throughout the process of teaching the Kazakh language.

We preserve the Kazakh language with dignity as it's our mother tongue. The transition of the Kazakh language teaching process into a scientific object is also represented in connection with the identification of effective and efficient mechanisms for incorporating the process of Kazakh language teaching methods in the context of timely adaptation to contemporary changes; at the same time, technological innovations for teaching the Kazakh language are considered necessary. The system of language learning methods will be modified, developed, and enhanced to meet the current demands (Qurman, 2008).

The English scientific and educational press around the beginning of the XXI century increased focus on the question of mobile learning. Later in our society, this problem was highlighted, and efforts were made to modernise the education system, develop an e-learning system, integrate it into the curriculum, and incorporate it into the education system upon the initiative of individual teachers. Mobile educational programmes and courses delivered through mobile apps have increased in popularity as a

primary method for engaging students and assisting educators in developing and enhancing their professional skills.

“Mobile learning is the process of obtaining knowledge at any time and from any location through the use of mobile devices”. What role do these mobile devices perform during Kazakh language classes? How effectively can our instructors use it in the classroom? How may these apps be used to teach Kazakh? The article will delve deeper into the responses to these questions (Loginova, 2015).

Nowadays computers and other digital devices have become an essential component of almost everyone’s life. Throughout our daily lives, we frequently use smartphones, tablets, and other mobile gadgets. It is certain that today’s generation, having been born and bred in a digital culture that encourages higher education and information technology, perceives similar technologies, the Internet, and mobile devices as critical components of their lives.

They use digital mobile gadgets not only in their ordinary activities, as well as in their academic endeavors. Not only in terms of concepts and teaching methodologies, but also in strong correlation with the process’s technological and technical modernization, the contemporary learning process is evolving.

With the use of mobile apps, the use of tablet computers, smartphones, and mobile phones for academic purposes has altered the learning process in a new direction within the field of e-learning. Various researchers and academics believe that in the future, the use of information and computer technologies, as well as the expansion of mobile communication, will broaden opportunities for education and enhance the quality of teaching. This is due to the formation of a plethora of educational applications and programs, as well as technological advancements (Dumachev, et al, 2017).

Materials and methods. Teaching using online services is a technique that enables the use of portable mobile devices and systems that permits the learner to more effectively organise his or her learning experience through interaction, communication, or information. The majority of preliminary research focuses on the fact that the primary distinction between complementary learning and other classical and contemporary teaching techniques is that the learner is not reliant on a particular place or time throughout the learning process. They may access the educational materials at their convenience and at any time.

In deed are mobile applications relevant to a variety of professions, they may also be applied to Kazakh language teaching. Presently, common language training programs have a variety of uses. In fact, mobile

applications provide a number of advantages over traditional teaching methods, including increased intensity of individual activities, personalised and customised learning, improved cognitive engagement, and increased motivation to study. The usage of applications on mobile electronic devices is one of the most significant concerns of the present day, in our perspective. Certain students have a poor comprehension of contemporary digital technologies and are therefore unable to properly explore the software items offered. The teacher's responsibility is to counsel students and assist them in selecting products that are appropriate for their individual reading comprehension and encourage them to acquire as much material as possible. Additionally, monitor device usage and train students on the appropriate use of technology for educational purposes. That contributes to the optimization of the educational process. Additionally, any perplexing problems that arise when using mobile apps may be addressed immediately with the support offered by such programmes, which also enable instant retrieval of information. References are far more handy than searching for them within a book. Secondly, online content is more up-to-date and accurate than printed ones. This is because the information contained in a published book may have gone out of date or may have been eventually replaced by fresh content. Thirdly, the use of a mobile application increases students' engagement in classroom teaching as well as independent work.

Along with the benefits of application-based learning, there are a number of notable drawbacks. Let us proceed by defining the advantages based on our experience.

Psychological aspect. Taking into consideration the student's psychological characteristics, the student's weaknesses and strengths are determined; the process of learning is then adapted to those qualities, results in the formation of an individualized learning process for the student. This is the major advantage of application-based language learning.

Methodological aspect. The usage of applications increases the enthusiasm of the student. The majority of exercises are designed in a game-like format to keep students engaged throughout the learning process. Furthermore, numerous applications put an emphasis on a student's competences and skills.

Technical aspect. In terms of technology, the characteristics of mobile devices have been thoroughly investigated and validated in practice. First of all, a variety of audio and mobile devices may repeat the phrases, words, and completely authentic content. The student may write, listen to, and compare their words on a tape. Secondly, each action is illustrated with a specific video, animation, or image. This feature, obviously, will assist the student in learning new lexical units.

During the general methodological practice, the following challenges with the use of mobile and computer devices and applications in the learning process were identified:

1. Utilizing applications may cause a variety of challenges for students who do not possess the required level of technological competency throughout the learning process.

2. The use of mobile applications is dependent on a range of external factors. For instance, since each device's technical characteristics vary, certain tasks may be technically unfeasible or Internet speed may be restricted.

3. Physical involvement between teacher and student is insufficient to replace a genuine debate and is insufficient for facilitating the complete development of communicative skills.

Throughout the session, diverse techniques are put into place to ensure that all students fully engage. Simultaneously, it is essential that the inter-subjective relationship between teacher and student be constant, even for a particular duration. It is apparent that the function of dynamic organizational processes facilitated by computer information technology in the development of high-quality education and cognitive engagement is still being explored and augmented.

Discussion. Let us explore one of those numerous solutions, the Google Classroom platform, which has been considered appropriate for Kazakh language teaching methodology.

ClassRoom is a free service for educational institutions and other non-commercial organisations. Moreover, anyone possessing a Google Account may have an access to it. Presently, with the use of Classroom, teacher-student interaction has reached a whole new level, something that is not constrained by the territory of the classroom. Classroom is also advantageous in terms of preserving scarce resources, such as time. It allows you to build a whole course, assign tasks, collaborate with others, and organise your work. Numerous advantages of working with Classroom include the following:

Fairly simple to use. Teachers may add their students to a specific course register or provide course participants with registration codes. It merely takes a couple of minutes.

Effectiveness in time-saving. Working in an online format allows teachers to submit, review, and evaluate the assignment from a single platform, minimising time spent on each of these phases of the learning system.

Flexibility in arranging the materials. Students may keep track of which assignments have been submitted through the assignment page, and all relevant data is automatically uploaded to their Google Drive folder.

ClassRoom provides the option of direct communication. It could be used by the teacher to submit the task, send a notice, and initiate the discussion. Students may exchange materials and comment the questions on course materials.

Is this product safe? ClassRoom has no advertisements, and no materials or student data is utilized for marketing purposes.

The educator may upload videos and images onto ClassRoom by enabling the access to camera in the ClassRoom platform. By enabling access to the storage, you may also link the images and videos stored on the device to the software. To operate with this software, you must be granted permission to use the account. These types of applications have benefited the learning process immensely during global pandemics quarantine.

In the Kazakh language classroom, the improvement of learners' logical thinking culture is also a priority. Which components of logic should be incorporated into the Kazakh language teaching? How can we combine rationale approaches with those used to teach the Kazakh language? Mastering the essence of logical knowledge, which is deemed essential for teaching the Kazakh language, involves a comprehension of the reading process, the structure of argumentation, and strategies for strengthening and refining the capacity to comprehend. It must be inspected on a regular basis to assure that learning process does not deteriorate into rational thought or pure linguistic knowledge. Problems associated to teaching such a language comprehension may be included into the supplementary activities upon the teacher's initiative. The logic-development challenges may be processed through Kahoot application. Furthermore, this application is one of the few that has demonstrated significant outcomes in the systematic practise of higher education. How can we make use of Kahoot? Kahoot is an online quiz and question-and-answer application designed to make learning more fun, engaging, and effective. It is an essential tool for learning a new subject, consolidating information, and conducting surveys, since it allows you to instantly design a logic game or select from a huge number of pre-made materials.

This application is familiar to teachers, students, and instructors, and is now used in traditional academic classrooms. And in the age of digital education, this service has transformed into the most efficient instrument available to teachers. After presenting a new material, any teacher may utilise features such as changing the design of the lesson from standard to innovative and evaluating it in the form of questions and answers using Kahoot. Besides, the analysis of the provided material facilitates the enhancement of critical thinking abilities.

Students may, for instance, continue to concentrate on the opposite side of the screen while they absorb new information. A brief dynamic test captivates their enthusiasm and encourages them to actively engage in the discussion in this scenario. By conducting a test, it is possible to determine if students properly comprehended the subject presented by the teacher five minutes ago. Additionally, the fact that the appropriate answer is highlighted in green helps the student to memorize it. Since the players' rankings are displayed throughout each session, this action stimulates the competition: each competitor attempts to answer correctly to the next question and earn excellent scores. Conducting a series of lessons using Kahoot, or expanding or adapting the use of it based on the lesson's concept, is a process that is strongly reliant on the teacher's enthusiasm, creativity, and perception overall. If learners are engaged on a complex topic that requires comprehensive explanation, quizzes are used to address the shortcomings in their knowledge. Moreover, video conferencing via Kahoot is available, but so is the distribution of assignments in the form of games for self-paced learning within the distance learning system (Paschenko, 2013). Consequently, it is commonly acknowledged as an extremely beneficial platform for consolidating students' understanding of the current topics and arranging questions and responses during the interpretation of new material. Game performance analytics should be used to monitor each student's progress towards proficiency. Learners enhance their knowledge by generating their own assessments, whereas inactive learners acquire an interest in the subject. They may use this software to engage in team matches that focus on developing their potential to function as a team. It is essential to get acquainted with all the tools offered in the application Kahoot for generating games and tasks. You can select the language and background music to influence the players' moods during the quiz. You may include a title, a lesson description, an image, and, if applicable, a link to a YouTube video. The most crucial requirement is to ensure that all players have pre-registered for the game in order to have it be available to all participants. The application has a writing bar to be used when creating questions and answers at the top of the page and a sidebar for attaching the picture to the page. Additionally, the time allotted for students' responses can be restricted. You may download the results spreadsheet immediately after the completion of the game or question-and-answer session and analyze and discuss the students' progress.

This will succeed only when the student is committed to learning. The teacher is responsible for students' willingness to learn. Within that classroom, motivation is developed via the teacher's experience and expertise (Kanarskaya, 1997).

Advanced technological teaching aids inspire students all through the educational process. Throughout the teaching and learning process, the teacher's professional qualifications include the use of video, television, audio recordings, or features accessible on various devices such as computers and smartphones.

Innovative teaching style as defined by O.V. Kanarskaya: "Innovative teaching during Russian language classes is an attempt to apply an innovative approach to the problems of humanising teaching in current circumstances, overcoming formalism and authoritarian style, concentration on the personality of the learner, searching for the conditions for the revelation of his creative potential, and for a fact, innovative teaching is a result of a communication style modification during the lessons, style of expertise demonstration, and mastering them as skills" is characterised by the changes not only in the content of the lesson, but as well as the usage of demonstrative aids, video and audio tools, computer, e-books that way making one lesson completely different from another. The innovative activities designed by the teacher should empower students to solve problems and overcome obstacles independently, within the restrictions of the didactic framework.

Furthermore, we emphasize the use of mobile applications for innovative teaching methods. This is a Socrative application. This application may also be used on a computer, based on the teacher's hardware facilities. Along with traditional techniques of language training, it is becoming increasingly essential to provide innovative classes to present students. You may use this platform to test the materials' statements and actions by displaying films in Kazakh or assigning Kazakh songs as listening tasks. For instance, a teacher may use Socrative to create questions on a movie or music, or to organise challenges for students: whoever answers accurately and be the first will be immediately honored on the screen by the instructor. If you desire to set the time limit for the completion of the assignment, you may provide additional points to the participant who identifies the correct answer promptly, and you can stimulate the player's enthusiasm with various encouraging smilies. Unfortunately, educators seldom use such effective programs in the classroom. Through Socrative, the teacher may create supplementary quizzes for students and select random quizzes out of the standard list provided. Students may respond to quiz questions either personally or anonymously, as the instructor assigns. As soon as students commence the activities, the statistical data for completed activities are displayed on the teacher's screen. The teacher may evaluate the quiz answers of learners to determine their level of achievement, to measure their level of understanding, and to use them in updating and refining the curriculum. You

must have the instructor version of this software installed on your mobile device in order to be able to create a quiz.

In addition, the application offers several questions options, such as:

- Yes/ No questions;
- Multiple choice questions;
- Open-ended questions (Kurbakova et al, 2019)

Our primary mission as teachers is to convey linguistic knowledge. And our academic goal is to deliver a practical oriented education and upbringing. The instructional materials, instructional strategies, and instruments used in the classroom are all designed with this educational objective in mind. Teaching is a process that attempts to maximize a student's educational and intellectual performance, as well as information acquisition. The learner is indeed a part of this process; via collaborative engagement, the learner obtains or complements knowledge and develops methodological expertise.

The principles of education are the focus of methodological science. Teaching methods is the research of instructional content, goals, objectives, and procedures, as well as associated fields such as schooling and teaching approaches. The methodology considers teacher-led and student-led learning activities. According to A.N. Schukin, "the method is a set of approaches and techniques for addressing the reality in a theoretical and practical manner in order to achieve a certain goal". In order to manage the educational process rationally, the teacher must efficiently implement the following essential complex methods: customization of educational and cognitive activity, methods for developing motivation in learning, monitoring methods that enhances the effectiveness of teaching, and so forth.

Effective teaching aids are designed not just to analyze the knowledge, but also release the mental stress, by embedding it into learning experience, increasing the frequency of assessment and control activities, and providing an opportunity for students to rectify mistakes that were made throughout the assignment. Besides, a multitude of individual monitoring and assessment strategies such as clickers, cards, bingo, sticker reflections, and mobility assessments might be applied as well.

World wall is one of the applications that may be used to teach the Kazakh language. One can use interactive activities to assess the competency via grammar, vocabulary, reading, and listening assignments. The notable characteristics of this software are the capacity to replicate the activities from numerous paper templates and instant transition to the next type of activity. When students get exhausted or disengaged as a result of the accumulation or repetition of complex topics, Learningapps may be used to help them loosen up. The Learningapps application is used to arrange

and analyse the data presented in the game. You may use this tool to create a variety of games, quizzes, crossword puzzles, and puzzles, depending on the student's level of language competency. Moreover, there is a collection of interactive challenges developed by consumers. The teacher may select appropriate materials and edit, adapt, update, or enhance them to fit the content or instructional strategies of the lesson. It should not be complicated to locate the material pertaining to the subject amongst activities arranged by academic discipline title.

All educators have their unique teaching style, which they are recommended to establish through utilisation of the variety of applications. In order to use this software in the classroom, teachers first should create an account on LearningApps.org. Before you would begin using the application, you must first create learning models that correspond the subject, purpose, and objectives of the lesson, and then save, update, and make required adjustments. The Exercises section includes a wide range of exercises categorised under "All Exercises", "New Exercises", "My Classes", and "My Exercises". By selecting the "New Exercises" collection, you may explore activities such as matching, creating a chronological table, inputting text, arranging images, categorization, quiz inquiries, filling in gaps, Who wants to become a millionaire?, puzzles, crossword puzzles, word hunting, and word building. By incorporating these activities into Kazakh language lessons, students' enthusiasm will be stimulated, and in today's modern "digital" world, a well-designed e-learning resource will surpass the traditional teaching methods (Qadasheva, 2005).

Literacy plays an essential role in speech development. The primary goal is to prioritise the speaking activities and to encourage students in developing the capacity to communicate effectively and eloquently. Along with speaking in public and repetitive training, one may assign students additional activities to complete on a mobile device and submit using audio or video format (Hellerman et al., 2017).

Among the applications, one may use Quizlet into our approach to teaching the Kazakh language, since it was designed exclusively for the efficient and convenient study of academic content. Using electronic cards, every teacher designs his or her own course. Plus, one may use Quizlet's phrase learning and analysing functions. Additionally, cards created by other users will assist you in moments of need or when an exchange of ideas are required. What features, according to statistics, demonstrate the educational effectiveness of this software, which has over 60 million users?

- display the relevant information on the card and use it to educate;
- test the students' memory with a help of writing activity;

- inspire students by arranging and winning a qualifying game;
- development of proper oral expression of texts;
- use this application to prepare for major examinations and assessments;

Quizlet facilitates rapid content retention and comprehension, and the unrestricted usage of platform's functionalities in teaching any subject benefits the whole educational community (Sysoev, 2012).

Bearing in mind K.D. Ushinsky's remarks that "... continuous use of innovative technologies is a requirement of time, rather than improving the expertise and conducting the monotonous lessons", all educators should be involved in the technologicalization of the learning process. Without a doubt, optimal approaches provide the best results.

Results. Now at present, the Kazakh language is taught through a variety of methods, some of which are innovative. We are all aware that the term "innovation" is a pervasive term that encompasses "change, improvement, and innovation". It is generally accepted that the modifications imposed by new trends and imposed by our creative environment are evident and profound. This strategy establishes engagement in accordance with the learner's specific skills and stimulates cognitive activity via self-directed utilization of learning materials. The following elements contribute to determining the learner's level of autonomous active learning: (skills and characteristics that facilitate a variety of oral tasks) (Abdukhalimov, 2019);

- Creative activity (expression creativity);
- Reconstruction activity (differentiation of educational materials);
- Appropriate educational activity (visualisation of knowledge acquired from memorised content);
- High educational activity (transformation of material acquired).

Although the applications significantly enhance these activities, they are a process that requires constant teacher monitoring.

Behavioural and cognitive technique is one of the most efficient methods for teaching the Kazakh language and significantly improving students' organisational skills during independent work. Development is a complex and continuous process that evolves according to the conditions. To optimise the process of monitoring and tracking students' learning a language through a distance learning system, the evaluation process may be performed via the use of customized mobile applications. Along with language teaching, the Kazakh language lesson's objective is to enhance the students' cognition, and in any regard, the human mind is focused on the development of speech. We believe that a Kazakh language teacher's primary responsibility is to ensure that "great ideas in mind do not fade when expressed".

Conclusion. Contemporary teaching software capabilities are constantly

being enhanced. They endeavor to incorporate all teaching methodologies that are compatible with modern educational needs. Integrating contemporary applications into Kazakh language classes will undoubtedly assist students in accessing the Kazakh language's undiscovered and mysterious realm. Moreover, the teacher's use of such applications that require considerable research and innovation. Training courses are not even needed to improve one's capacity to apply these applications in practice. The purpose of this article was to explore the concept of integrating new technology into traditional educational practises in order to fulfil the global demand for progressive education. Current universities across the country are well equipped technologically. Furthermore, both teacher and student are supplied with personal smartphones. This all paves the ground for global technology advancement. As a consequence, teachers' primary responsibility today is identified as to streamline teaching methods, enriching them with unique ways through adjusting them to the demands of existing methodology, and teaching the Kazakh language through technologically advanced countries' software facilities. To ensure the accomplishment of each method and activity within the lesson, we should never ever cease exploring and analyzing fresh methods and technologies in practise. Appropriate use of visual aids benefits students by stimulating any approach, highlighting formerly acquired information, and redirecting their focus into key points. Modern applications specifically serve this particular purpose. There is reason to assume that using applications effectively in both traditional and distance learning formats will contribute to achieving the best possible results in terms of student knowledge advancement.

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ПАМЯТИ

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БАЙМАХАНОВА МУРАТА ТАДЖИ-МУРАТОВИЧА



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4 июня 2022 года ушел из жизни крупный казахстанский ученый, доктор юридических наук, профессор, академик НАН РК Баймаханов Мурат Таджи-Муратович.

Мурат Таджи-Муратович родился 1 ноября 1933 года в г. Алматы. После окончания школы поступил на юридический факультет Московского государственного университета им. М. В. Ломоносова, который с отличием окончил в 1957 году. В 1973 году защитил диссертацию на тему «Противоречия в развитии правовой надстройки социалистического общества и пути их разрешения».

Мурат Таджи-Муратович работал в Министерстве юстиции Казахстана, а после окончания аспирантуры полностью посвятил свою жизнь науке, пройдя путь от научного сотрудника, научного секретаря, заведу-

ющего отделом, заместителя директора до директора одного из ведущих научных организаций Казахстана – Института философии и права.

Основные направления научных исследований ученого были вопросы конституционного права, теории государства и права, политологии.

Учитывая его глубокие знания в области государственного права, большой опыт, он был назначен председателем Конституционного Суда Республики Казахстан, проработав на этой должности с 1992 по 1995 годы.

С 1995 года – проректор университета «Кайнар» и Высшей школы права «Әділет». Принимал участие в создании Конституции Казахстана и законопроекта об органах государственного управления.

В 1978-1993 годах выступал с докладом на международных конгрессах в США, Франции, Бразилии и других странах.

Мурат Таджи-Муратович внес большой вклад в развитие и становление юриспруденции независимого Казахстана. Ему принадлежат разработки общей теории и методологии права, теории государства, основ конституционного права (сочетание Конституции и текущего законодательства, влияние Основного закона на закрепление, защиты и обеспечения приоритетности прав и свобод человека и гражданина), концепции правового государства и гражданского общества.

Наиболее крупными научными достижениями ученого являются: комплексная разработка проблем противоречий в развитии правовой надстройки при социализме, а также исследование вопроса о становлении правового государства и конституционном процессе в Республики Казахстан.

Мурат Таджи-Муратович оставил бесценное научное наследие: он автор более 300 научных работ, в том числе монографий «Становление суверенитета Республики Казахстан»; Взаимодействие правового сознания с моралью и нравственностью в обществе переходного периода, которые служат неисчерпаемым источником знаний для студентов, магистрантов, преподавателей-юристов.

Вся жизнь Мурат Таджи-Муратович, его научно-педагогическая, организаторская и общественная деятельность служит прекрасным примером умелого сочетания теории и практики, глубоких научных изысканий с активным участием в решении как фундаментальных, так и практических задач.

За большие заслуги перед страной ему было присвоено звание Лауреата премии имени *Чокана Валиханова*, имеет медали и Почетные

грамоты РК, а в 2020 году Указом Президента РК награждён *орденом «Парасат»*.

Президиум НАН РК скорбит о невосполнимой утрате, выражает глубокое соболезнование родным и близким Мурата Таджи-Муратовича.

В нашей памяти Мурат Таджи-Муратович навсегда останется талантливым организатором науки, выдающимся ученым-юристом, безгранично преданным своей профессии и избранному пути, соратником, патриотом Казахстана, оставившим яркий и незабываемый след в истории отечественной науки!

Светлая память о Баймаханове Мурате Таджи-Муратовиче навсегда сохранится в наших сердцах!

Президиум НАН РК

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