

## Әссе

### \$\$\$001

Discuss the relationship between intercultural competence and language proficiency in the context of English language education. How can educators integrate intercultural awareness into language teaching practices?

### \$\$\$002

Evaluate the effectiveness of using technology-assisted language learning (TALL) tools in English language teaching. What are the advantages and challenges of integrating these tools into the classroom?

### \$\$\$003

Describe the influence of learner-centered approaches on language acquisition. How do these approaches differ from traditional teacher-centered methods, and what impact do they have on language learning outcomes?

### \$\$\$004

Critically evaluate the use of the communicative approach in teaching English. What are its strengths and limitations, and how does it differ from more traditional grammar-translation methods?

### \$\$\$005

The integration of technology in the language classroom: assess how digital tools and online platforms are reshaping the future of foreign language teaching.

### \$\$\$006

Modern trends in language testing and assessment: discuss the challenges and innovations in evaluating foreign language proficiency in the 21st century.

### \$\$\$007

Trends in bilingual education and their implications for foreign language teaching: analyze the effectiveness of bilingual approaches in secondary and higher education.

### \$\$\$008

The role of English in modern Kazakhstan and its impact on the country's future; effective strategies for rapid English language acquisition across various demographics and regions.

### \$\$\$009

Emphasizing the growing importance of developing students' critical thinking, collaboration, and intercultural communication skills alongside language proficiency, and discussing how these soft skills are crucial in the modern world, where effective communication is essential for success in both academic and professional environments.

### \$\$\$010

Based on your research interests and experience, what are Kazakhstan's main trends in foreign language education, and how do they compare to global trends? What is the role of innovation in shaping the future of language teaching?

## Экзамен

### ###001

Categorical apparatus of pedagogical science. Interrelation of various factors influencing the development of pedagogical ideas.

### ###002

University teacher: his professional competencies. Characteristics of the main professional and pedagogical competencies of a university teacher.

### ###003

Social and pedagogical processes in the modern system of higher education. Structure and features of the learning process in higher education.

### ###004

Modern theories and concepts of learning in higher education. Formation and current state of the higher education system in the Republic of Kazakhstan.

###005

Principles and patterns of student learning. Credit technology of learning in higher education institutions. Pedagogical technologies used in the practical activities of university teachers.

###006

Psychological, pedagogical, and didactic requirements for monitoring and assessing students' knowledge. A modular rating system is used to monitor students' knowledge, abilities, skills, and achievements.

###007

Methodology for conducting independent work of students under the supervision of a teacher. Forms of research work of students in a modern university.

###008

Planning and organizing the work of an academic curator of a student group. Technologies for organizing students' independent work.

###009

Main areas of educational work in a university. State academic standards, structure and functions of higher professional education.

###010

Regulatory and legal documents defining the content of higher education. Analysis of requirements for competencies in professional standards.

###011

The main trends in revising the content of higher professional education are discussed, as are the definitions of the concept of "pedagogical thinking" and a brief description of the views of scientists.

###012

The essence and features of pedagogical thinking. Modern methods of pedagogical thinking.

###013

Psychological, pedagogical and didactic foundations of knowledge control: criteria of objectivity, validity and reliability of assessment.

###014

A modular rating system is a modern tool for measuring students' academic achievements, including goals, structure, and efficiency.

###015

Methodology for organizing students' independent work under scientific supervision: forms, stages, pedagogical principles.

###016

Forms and content of students' scientific research in a modern university: from course projects to conferences and publications.

###017

Functions and tasks of an academic curator: models of planning, support, and maintenance of a student group.

###018

Modern technologies for organizing students' independent work: digital platforms, tutoring, project approaches.

###019

The main areas of educational work in a university are socio-cultural development, citizenship formation, and professional identity.

###020

State educational standards: goals, structure, functions in the system of higher professional education.

###021

Regulatory documents governing higher education content: analysis, current requirements, principles of updating.

###022

Professional standards and competencies of a graduate: relationship with the content of educational programs.

###023

Trends in modernizing higher education content: competence-based approach, internationalization, digitalization.

**###024**

Pedagogical thinking as a scientific category: essence, features, scientific interpretations of domestic and foreign researchers.

**###001**

The role of allomorphy in English morphology — types of allomorphs and conditioning factors.

**###002**

Categorial shift through morphological derivation — morphological evidence of lexical category change.

**###003**

Tense, aspect, and mood as expressed through morphological means in English — formal and functional analysis.

**###004**

Interplay of morphology and phonology — how phonological rules influence morphological structure.

**###005**

Zero morphemes and their grammatical function in English — theoretical status and argumentation.

**###006**

The role of the communicative approach in shaping foreign language teaching methodologies.

**###007**

How the competence approach influences language learning outcomes in foreign language education.

**###008**

The conceptualization of "professional readiness" in the context of foreign language education.

**###009**

Personality-oriented approach as a foundation for modern educational methodologies in foreign language teaching.

**###010**

The procedural aspects of modern communicative models in foreign language education.

**###011**

Intercultural communication in the context of foreign language education: Integrative aspects and pedagogical implications.

**###012**

The role and components of intercultural and communicative competence in foreign language education.

**###013**

Development and implementation of modular competence-based educational programs in foreign language teaching.

**###014**

The evolution of foreign language teaching methods: Historical perspectives and current trends.

**###015**

Intercultural-communicative theory as a framework for foreign language education.

**###016**

The role of formative assessment in improving English language learners' outcomes.

**###017**

The use of project-based learning in fostering English language skills.

**###018**

Impact of implicit vs explicit grammar instruction on English learners' syntax understanding.

**###019**

Neurocognitive theories' influence on English language teaching methodologies.

**###020**

Task-Based Language Teaching (TBLT) and its adaptation for various proficiency levels in English.

**###021**

Benefits of multimodal teaching strategies for language retention in English learning.

**###022**

Role of digital literacies in preparing English learners for digital communication.

**###023**

Collaborative learning in promoting communicative competence in English.

**###024**

Bilingualism/multilingualism's effect on English learning and strategies to support these learners.

**###025**

Cognitive and affective factors influencing success in learning English and their integration into instructional design.

**###026**

Exploring the impact of flipped classroom approaches on English language acquisition.

**###027**

Investigating the effectiveness of grammar translation vs. communicative approaches in English language classrooms

**###028**

The role of formative assessment in shaping English language learners' progress.

**###029**

How learner motivation influences English language acquisition and teaching methods.

**###030**

The integration of cultural competence into English language curricula.

**###031**

The effectiveness of immersive language experiences in English language teaching.

**###032**

Comparing the role of explicit and implicit instruction in vocabulary acquisition for English learners.

**###033**

The influence of learner-centered approaches on engagement in English language classrooms.

**###034**

Using technology for personalized learning in English language instruction.

**###035**

The connection between emotional intelligence and language learning in English classrooms.

**###036**

Task-based language teaching and its impact on real-world language use in English.

**###037**

Analyzing the role of scaffolding in promoting English language learners' independence.

**###038**

The influence of global English and its cultural implications on teaching methodology.

**###039**

Role of pronunciation instruction in enhancing communicative competence in English.

**###040**

Examining bilingual education models and their relevance to English language teaching.

**###041**

The role of vocabulary depth vs. breadth in English language proficiency.

**###042**

How intercultural communication theories inform English language teaching practices.

**###043**

Language acquisition theories and their application in modern English teaching methods.

**###001**

Structuralism, functionalism and cognitivism as the main linguistic schools of the 20th-21st centuries.

**###002**

Language and thinking: linguistic and philosophical interpretations of the relationship.

**###003**

Lexical and grammatical semantics as key aspects of linguistic meaning.

**###004**

Theories of text and discourse in modern linguistics and literary criticism.

**###005**

Language picture of the world as a reflection of national and cultural specificity.

**###006**

Functional and stylistic features of language in literary and media texts.

**###007**

Modern methodological paradigms in teaching foreign languages: communicative, cognitive, competence approaches.

**###008**

Methodological foundations for the formation of foreign language communicative competence.

**###009**

Person-oriented and activity-based approach as a basis for modern language education.

**###010**

Interactive technologies and digital resources as tools for increasing the effectiveness of foreign language learning.

**###011**

Psycholinguistic foundations of foreign language acquisition and the role of linguistic guesswork.

**###012**

Project and research activities as a means of developing educational autonomy.

**###013**

The CEFR system as a tool for assessing and monitoring language competence.

**###014**

Intercultural approach in foreign language teaching as a condition for developing tolerance and global thinking.

**###015**

Project activities as a way to develop language and meta-subject skills.

**###016**

Dialogue of cultures as a basis for the content of modern foreign language education.

**###017**

Integration of language and literary education within the framework of the competence-based approach.

**###018**

Interactive technologies as a means of activating speech activity.

**###019**

Stages of evolution of the grammatical approach in teaching foreign languages.

###020

Modern approaches to monitoring and assessing knowledge in teaching foreign languages.

###021

Using authentic materials as a way of developing speech competence.

###022

Literature as a means of developing intercultural competence.

###023

Motivational mechanisms as a factor in the effectiveness of teaching a foreign language.

###024

The theory of bilingualism and its importance for language teaching methods.

###025

Development of pronunciation skills as a key aspect of phonetic competence.

###026

ICT in teaching foreign languages: prospects, barriers and solutions.

###027

Effective strategies for developing listening skills.

###028

Methodology of teaching reading as a means of developing language competence.

###029

CLIL approach as a form of integrating subject and language teaching.

###030

Philosophical aspects of the connection between language and thinking.

###031

Sociolinguistics as a scientific basis for teaching language in a multicultural environment.

###032

Methodology of working with linguacultural realities as an element of an intercultural approach.

###033

Literary text as a source of linguistic, cultural and value experience.

###034

Text theory and its application in the practice of teaching foreign languages.

###035

Language norm and deviations in modern English.

###036

Features of teaching English grammar to Russian-speaking students.

###037

Application of discourse analysis in the practice of teaching foreign languages.

###038

Cognitive linguistics as a tool for teaching vocabulary.

###039

Typology of errors in students' written speech as a basis for correctional work.

###040

Intercultural pragmatics as a component of communicative competence.

###041

Skills of summarizing and annotating as a result of cognitive-analytical activity.

###042

Game technologies as a means of developing lexical competence.

###043

Development of public speaking skills as an element of speech culture.

###044

Case method as a teaching technology based on real communicative situations.

###045

Development of critical thinking in foreign language classes as a goal and method.

###046

Translation as a form of pedagogical task in language teaching.

###047

Methodology of multi-level courses as a response to the heterogeneity of study groups.

###048

Inclusion in language education as a challenge and a resource.

###049

Assessment of intercultural competence as an indicator of learning success.

###050

Video content as a means of increasing motivation and engagement.

###051

Interdisciplinary approach in teaching language and literature.

###052

Methodology of teaching grammar in primary school taking into account age characteristics.

###053

Features of teaching a foreign language to students of non-linguistic specialties.

###054

Distance learning of foreign languages: possibilities and limitations.

###055

Individualization of learning taking into account perception styles.

###056

Professionally oriented training as a way of preparing for real conditions.

###057

Translation and interpretation skills as a component of professional training.

###058

The emotive component of the text and its transmission by means of a foreign language.

###059

Teaching written speech using digital technologies.

###060

Pedagogical rhetoric as a tool for developing speech competence.

###061

Goals and objectives of teaching a foreign language in the 21st century: from communicativeness to interculturality.