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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ / ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ / METHODS OF TEACHING LANGUAGE AND LITERATURE

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USING MULTI-LITERACY APPROACH TO DEVELOP READING SKILLS

Abstract

The applicability of this research is focused on compelling transformations of the modern world. It launches updating the ways and methods of communication on the base of modern scientific know-how: cybernetic texts, the Internet and media resources. Due to the fact that new technologies are changing the ways of human communication, there is a need to develop a new type of literacy – Multi-Literacy. Multi-Literacy is the ability to use resources not only in a traditional way, but also in a digital one, to rethink them critically and apply technologies in practical life. Therefore, realizing the inconsistence of standard forms of the English language to teach literate reading, we set out to identify students' ability to determine differences in semantic models of a digital text. In the frames of our research, theoretical and empirical methods (background investigation of the issue; examination, data collection survey) were used. The quantitative method was applied to cross-poll the data collection. To this end, an online survey was conducted among English teachers from different regions of Kazakhstan on a multi-literate approach to teach reading in English. With the help of diagnostic analysis, an attempt was made to establish causal relationships between the use and non-use of the approach in teaching reading. The conducted research suggests formation of reading literacy can be considered as an educational value, which lays the foundation for the ability to acquire knowledge, critically comprehend it and use it for practical purposes.

Keywords:
Multi-Literacy, reading literacy, English language, communication technologies, digital text.

Introduction

It is known that Multi-Literacy represents the ability to communicate through various forms of learning proficiency. The variety of it is represented with traditional forms (reading and writing ability), digital (technologies and digital media using ability), and visual one (the ability to decode images and graphics). The upcoming demands of the 21st century, driven by technological

advancements and social/cultural changes, are updating literacy requirements. Traditional meaning of literacy implies the possibility of reading and writing [McDonald, 2015]. This definition is focused on a linear view of "text". That is, it can be read from the left to the right [Cope, 2015: 36]. Nowadays students need to succeed not only in traditional written and spoken language but also in Multi-Literacy and effective multimodal communication. The first half of the 20th century is marked with globally lacked fundamental literacy skills. However, by the latter half of the century, universal education, making literacy accessible to everyone, became standart [Miltiadis, 2023: 229]. The necessity for an additional language became intertwined with literacy, as the structure and function of printed language differed from spoken one, requiring students to acquire supplementary language skills to master written communication [Westby, 2014: 363]. Current requirements call for complex and diverse literacy courses. Therefore, the development of multi-literate reading skills places an important role [Curiel, 2023: 77]. What Multi-Literate reading is, what way teachers understand this type of communication, which strategies important for teaching Multi-Literate reading skills are? They are the issues that the article is created for [Leland, 2002].

The purpose of our study is identification of the features of teaching Multi-Literate reading in Kazakhstan. The ease making a text, images, and sounds being recorded, stored, and transmitted, and the pervasiveness of technology, keeps testing our ability to derive meaning from various types of communication. All forms of globalization in a connected world with an increased flow of people and an increased ability to cross borders require more complex reading and information skills. It calls for a broad knowledge base and strong possibility to think critically and analyze, considering the variables influencing the structure, content and meaning of news and types of information. Multi-Literacies look to its future in the light of the fast progression of the English language [Pasadas, 2010: 25]. The issue is the constituency of adequate literacy. A world that is both a global community and the one where local diversity is becoming more important. Communication practices underwent significant shifts as a result of the epoch modification and the shift from the industrial economy to the information one. These changes are global and cannot be reversed and affect every aspect of the society existence. Consequently, education undergoes a paradigm shift and its objectives are altered. The reconceptualization of literacy, which is devoted to a wide range of international interdisciplinary studies but, regrettably, remains out of sight of the national pedagogical science, serves as a central link between all revolutionary changes in education and society [Giovanna, 2022: 526].

Materials and research method

Research Coordination.

The work on the study of strategies for teaching multi-literate reading was organized in several stages – research into the history of the issue, data collection and analysis, registration of research results and level identification of their reliability.

Different research methods were applied to implement the tasks of each stage. Empirical methods were used to collect data – observation, questioning, counting and comparison. At this stage, an individual Google form correspondence survey was developed. Experimental and theoretical methods (an experiment and analysis) were applied to verify and systematize the data obtained. It helped to precess data, make conclusions and recommendations.

The results of the content analysis were supplemented and clarified by conducting a sociological survey (Survey, 2023). The survey was administered like a computerized questionnaire being developed and hosted in Google Forms. It was spread out among higher educational institutions of the country. Its aim was collecting data regarding the impact of computer technology to improve literacy skills. To achieve this goal, open-ended, multiple-choice and dichotomous questions were worked out.

Design

Cross-sectional questionnaire was applied as a quantitative research approach to collect data, make observation and interviews. For this purpose, the survey was offered online, and an

anonymous questionnaire, designed to determine teachers multiliteracy potential and the use of a multiliteracy approach in teaching reading, were used as a tool.

Participants

Survey participants were presented with 28 EFL teachers from 6 Kazakhstan regions (Abai – 2, Akmola – 12, Almaty – 3, Jetisu – 8, Karaganda –1, Turkistan – 2 participants). All of them have high schools teaching experience (from 1-3 years to more than 10 years).

Instrument

[The survey consists of 13 questions and was posted on Google Forms online platform in English. The introductory part of the survey provides basic personal questions, such as the residence details, place of work and work experience in educational sphere. The next set of questions help us determine an exact degree of awareness on Literacy and Multi-Literacy. The answers were provided in the form of multiple choice whith the possibility to choose several answer options at will. Questions requiring an only clear answer included Always, Often, Sometimes, Never to identify the frequency of participants resort to the help of Multi-Literacy and its types. The survey is finished with the coclusion questions to observe the advantages and disadvantages of Multi-Literacy in teaching reading process. It should also be highlited that respondents had the opportunity to add their own answers to the ready-made once, supplement their points of vew and/or provide additional ideas or materials.

Data collection

The questionnaire was focused on the research issues. The data, collected from 28 participants, were used as random sampling. The group of participants consisted of EFL teachers of secondary schools and universities. As the questionnaire was rolled out online, the link was sent randomly. Recipients were requested to fill in the questionnaire and informed that taking part in it was voluntary and there were no responsibility to be in.

Data Analysis

Google Forms summaries, observations, interviews and descriptive statistics were used to examine the data. Descriptive statistics was applied to get the overall amount of scores of the dissimilar variables under study. Diagnostic analysis, the result of the survey, established cause-and-effect relationships (the cause-and-effect relationships within the data) among the data obtained

Literature Review

The main struggle is to understand the exact meaning of current literacy. Students must be prepared for the literacy practices of the globalized, interconnected and multicultural world of the 21st century. People need to be able to present their knowledge in different varieties and complex ways as printing, making images, videos, and combinations of digital context samples [Rowsell, 2008: 109]. Reading and writing practices are evolving at an unprecedented pace. People are forced to read printed texts, letters and images. Thus, the term "literacy" goes beyond reading comprehension and produces printed texts today. It includes the ability to understand and generate a wide range of communication modalities. The term "Multi-Literacy" was made by New London Group of scholars in New Hampshire of 1994 to emphasize two closely related notions of increasing complexity of the text under some deliberation:

1) cultural and linguistic diversification according to regional distinction and global interrelation;

2) expansion of multimodal ways of conceiving, being a part of the New London Group launching foundation of a multilingual pedagogical structure and reflecting the variety of communication instruments.

Reading and writing printed texts have traditionally been a part of literacy definition. Nevertheless, literacy includes several types, such as culturally appropriate thinking and critical thinking in all aspects of the life in a technologically advanced and culturally diverse society. The way of thinking can differ in various societies. Teachers need to be aware on different ways of it to build bridges and ease students transition [Coutney, 1996: 65]. The term "literacy" has got various

aspects and concepts, like literacy in mathematics, science and linguistics. Terminological chaos made us to come to certain conclusion. Undoubtably, it provides a great practice variety to systematize all the literature types (academic, professional-technical, and political-administrative). Thus, Cope & Kalantzis [Cope, 2015] concluded that different ways of communication make it possible to work out project, generate, and broaden meanings, texts, and introduce any society in any era:

• Written: reading (meaning demonstration to oneself) and writing (meaning demonstration to the others) any type of information [Baigunissova, 2020: 233].

• Oral: live or recorded speech (meaning demonstration to the others) and listening (meaning demonstration to oneself).

• Visual: still or moving objects, sculptures, handicrafts (meaning demonstration to the others); observations, panoramas, scenes, perspectives (meaning demonstration to oneself).

• Audio: music, environmental noises, alarms (conveying meaning to another); listening (meaning demonstration to oneself) [Jewitt, 2008: 241].

• Tactile: touch, smell, and taste (reflecting feelings through physical contact), kinesthesia, physical contact, tactile perception (hot/cold, texture, pressure), grasping, manipulating objects, artifacts, cooking and eating, and also aromas are some examples [Borsheim, 2008].

• Gestures: hand and eye movements, facial expressions, body language, pace, fashion, hairstyle, dancing, sequence of actions, timing, frequency, ceremony and rituals are all examples of the body language. Broad and metaphorical meaning of gestures is a physical act, rather than a restricted literal meaning of hand movements.

• Self-presentation is understood as emotions and feelings or mental working out of a sequence of actions.

• Spatial: proximity, distance among people, layout, territoriality, architecture and buildings, street and urban landscape [Cumming, 2013].

Our work is focused on developing literacy reading skills (demonstrating one's own meaning) and writing (meaning demonstration to the others).

Discussions and results

The main aim of the survey was to identify Multi-Literacy potential of respondents in teaching reading. The respondents are teachers in various educational institutions (28 people), such as schools, private educational courses, colleges and universities. It is worth noting the fact that most of them work at schools. Their experience in education sphere varies. Most of them are young professionals (1-3 years experience), but there are also experts (4-10 years experience). Experienced teachers with 10 years or more are a minority.

The first question was intended to identify the understanding of Literacy itself. Several ready-made answers were provided and the opportunity to add their own comment to share was offered. As a result, it was revealed that 85.7%, or 24 people, understand the ability to read, write, speak and listen as Literacy.

Thus, we smoothly move on to the main topic of our survey, which is the role of Multi-Literacy in teaching reading and the way our respondents understand it. If everything was clear regarding the literacy, and practically everyone voted for one point with one vote, the answers differ here. The ability to select multiple response options and additional comment has been added there as well. There were 21 people answered that Multi-Literacy is *the possibility to identify, interpret, create and convey meaning through various visual, oral, bodily, musical and alphabetic forms of communication*, while an option, provided with *a way to explain a broader view of literacy training that combines multimodal "text", including audio, images, sound, graphics and cinema* had a considerable response too.

The respondents were able to determine the meaning of literacy and Multi-Literacy, but it is not understandable if they know the contrast between them. All the respondents agreed that *literacy refers to the skills used in reading and writing traditional printed publications, and Multi-Literacy,*

in addition to basic, uses new communication technologies (audio, images, sound recording, graphics). It should be emphasized that the *No Difference* option has not received a single response.

The survey revealed that teachers employ *linguistic* strategies the most frequently in teaching reading, followed by *audio* technology. It is recognized that many forms of Multi-Literacy techniques exist. The third-most unpopular technique, behind *gesture* and *visual*, is *spatial*. The question on whether respondents believe in informational and communicational technologies, required in a multiliterate approach to learning, emerges a high position of English reading teaching made just 25% responding occasional use, while 75% indicated its importance. Just 50% of respondents, however, have ongoing access to informational and communicational technology; the other 50% only rarely do it.

Transformed Practice is the most popular and frequently used activity in teaching reading across all 4 activities according to 17 out of 28 respondents. Conversely, *Overt Instruction*, which is only occasionally used in lessons by 12 respondents and never by 4 respondents, was found to be the least popular activity. The respondents listed some technologies and advantages of audio-visual components, like PowerPoint, as benefits of Multi-Literacy in teaching reading, as well as the chance to study using discussions, searches, and contextual learning of cultural and social issues. The drawbacks of Multi-Literate instruction is a discovered disability to employ the strategy properly by teachers. The main reason is a possibility of providing extra means of classroom communication technologies and the Internet access for other students purposes. Total lack of access to information and communication technology capabilities, as well as the struggle of older generation of teachers to cope with it.

Based on statistics, 28 respondents from different regions of Kazakhstan took part in the survey. The leading position is occupied by Akmola region (12 respondents), which in total made 42.9%, while Abai and Turkistan regions aimed 2 participants and showed 7.1%, Almaty region had 3 participants and 10.7%, Jetisu - 28.6%, and Karaganda - 3.6% with 1 participant.
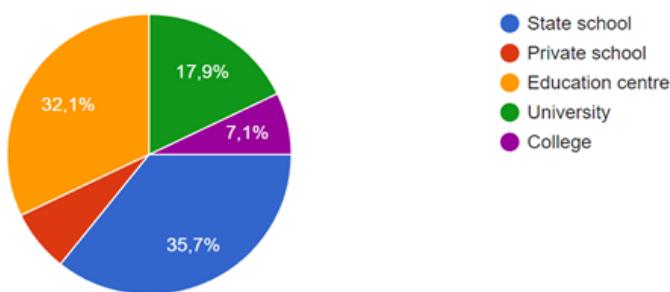
Chart 1 - EFL teachers working place

Most respondents work at state schools (35.7%), but training centers are almost equally popular (32.1%). They work the least in private schools (7.1%) (see Chart 1). Most of teachers (18 people) have 1 to 3 years experience (64.3%), while those with 4 - 6 and 7 - 10 years share the same position (4 responders, 14.3%). There were 2 teachers with 10 years experience or more (7.1%)

The question *what literacy* is was chosen to identify teachers literacy understanding. The leader among the answers was *the ability to read, write, speak and listen,* while others received less response.

In proper way to clear up what Multi-Literacy means for respondents, next question was provided. The most frequent response was 75% in total among 21 responses, but the rarest response received only one and made 3.6%

Previously, respondents have already determined what Literacy and Multi-Literacy are, the distinction between them is show on Diagram 1. There were no responses to the *No Difference* option, which may mean that respondents understand the difference.
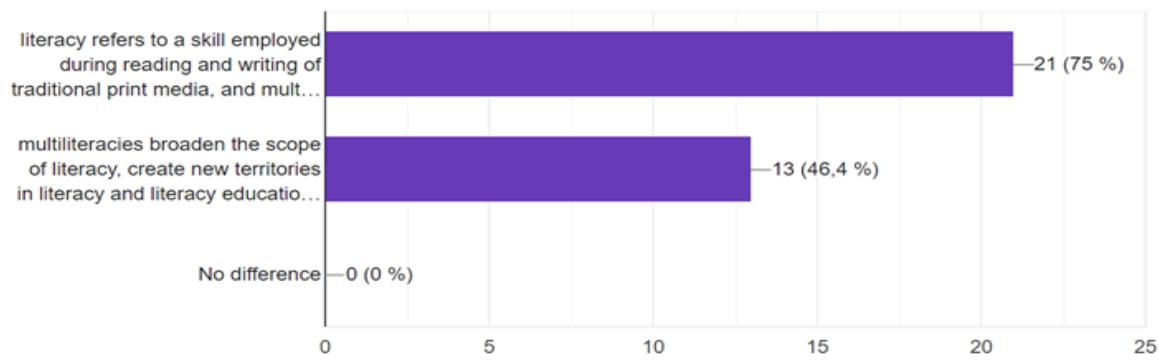
Diagram 1 ‒ The difference between Literacy and Multi-Literacy

It is known that several types of Multi-Literacy techniques are distinguished during the survey. Diagram 2 data proved *linguistic* (67.9%) to be the most popular technique used by teachers, while *audio* technology occupices the second place (53.6%). *Visual* and *gesture* techniques share the third place (46.4%), and the most unpopular is *spatial.*
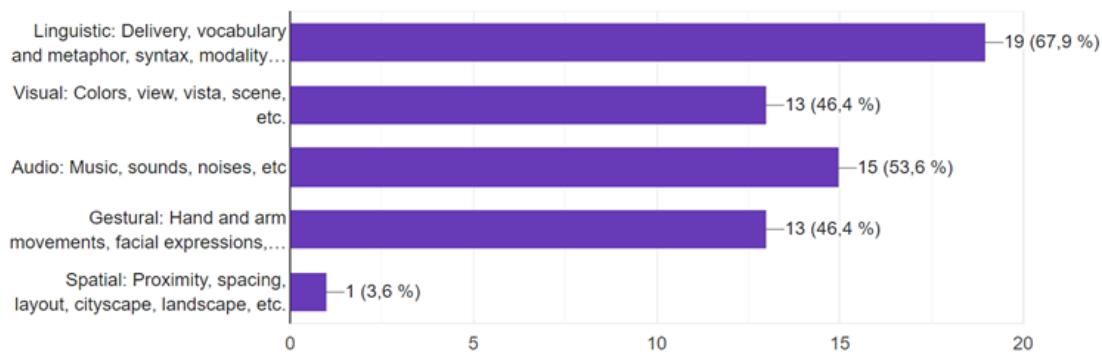
Diagram 2 ‒ Multi-Literacy Techniques

As a function of the actuality that audiovisual techniques occupy a high position of use in English lessons, the question reveals whether respondents believe in the necessity of Informational and Communicational Technologies for Multi-Literate earning approach. Thus, 75% showed that it is *necessary* and only 25% answered that they do it *sometimes* (see Chart 2) However, only 50% of respondents have permanent access to Informational and Communicational Technology; the other half has access only occasionally.
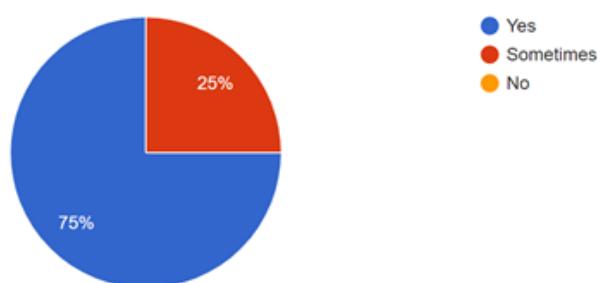
Chart 2 - Information and Communication Technology (ICT) for Multi-Literate

Based on all the 4 activities provided on Diagram 3, the most popular and frequently used in teaching reading is *Transformed Practice*. But, 17 out of 28 respondents, however, use *Overt Instruction*. Sometimes it is aplicable in a lesson by 12 respondents and is not used at all by 4 respondents, being the least demanded.
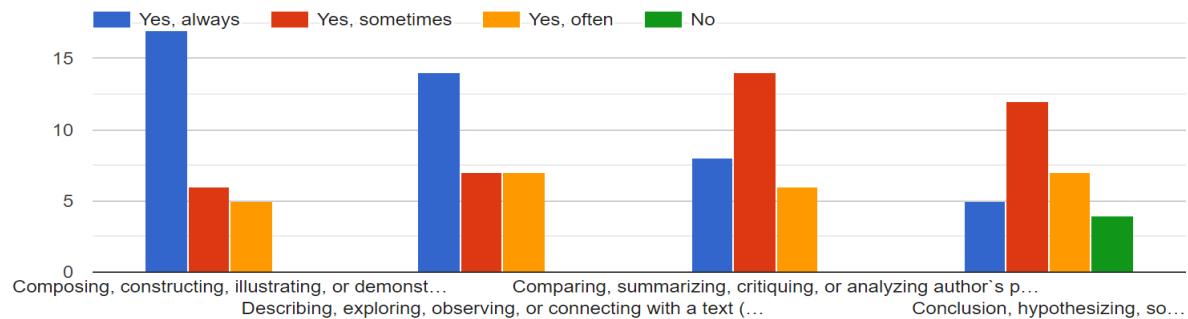
Diagram 3 − Frequency of Using the Activities of Teaching Reading

Advantages of using Multi-Literacy in teaching reading process, noted by the respondents, is a big achievement in using technology and the benefits of audio-visual components, applying Power Point (64,3 %). There is also the opportunity to study attracting discussions, searches and contextual learning of cultural, social, etc. tools. (32,1 %) (see Diagram 4)
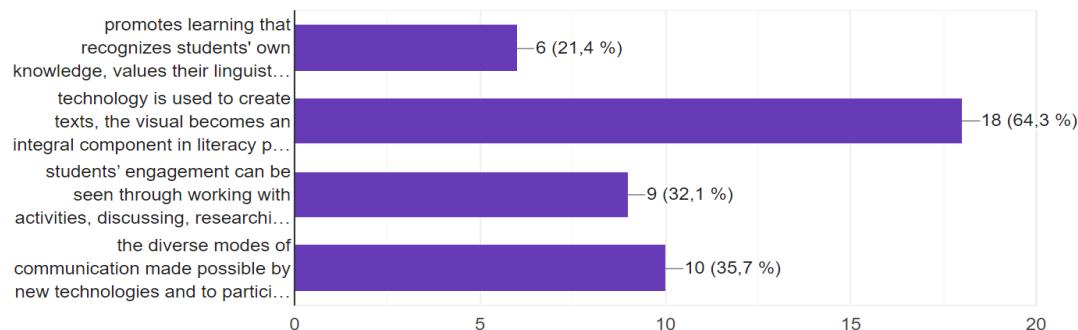
Diagram 4 − Multi-Literacy Advantages

Revealed disadvantages of teaching Multi-Literate reading was provided with a difficulty to use the approach by teachers. In their opinion, it gives students a possibility to use communication technologies for their purposes (53,6 %), or there is a partial or complete lack of access to Informational and Communicational Technology capabilities (42,9 %). There are also complications for older generation of teachers due to their little experience in using Information and Communication Technology (28,6 %) (see Diagram 5)
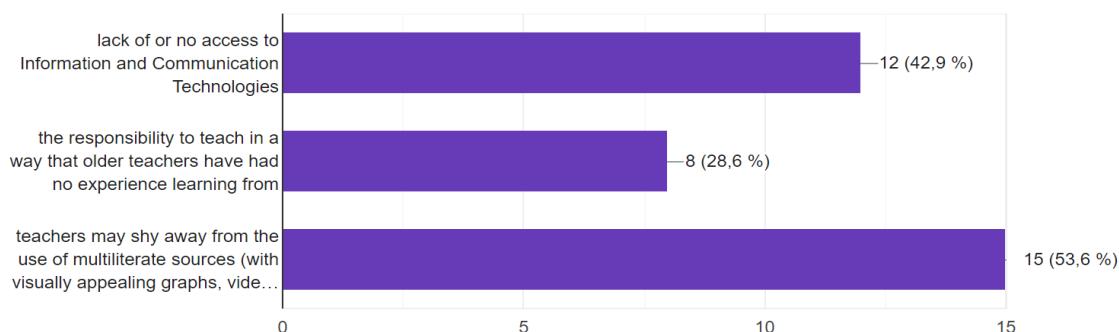
Diagram 5 − Multi-Literacy Disadvantages

Conclusion

In conclusion, we believe that Multi-Literacy is a main part of modern society and the country development. Constant training and applying different informative practices can help Kazakhstan students upgrade their Multi-Literacy abilities and adjust to constant technical and scientific world transformation. In addition, Multi-Literacy can be understood as a social value that layes the groundwork for future well-being by fostering harmony in social relationships and coordination of individual, sosial and state interests. Thusly, it is fundamental for Kazakhstan teachers to advance the utilization of correspondence advancements in homeroom to improve Multi-Literacy reading abilities among understudies and set them up for outcome in the 21st century. Kazakhstan has the potential to establish itself as a regional leader and prepare its citizens for succeed in the world that is becoming increasingly digital and interconnected by incorporating teaching reading Multi-Literacy and communication technologies into its educational system. The government and educational institutions have to keep prioritizing and investing in Multi-Literacy reading skill development among the population.

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ОҚУ ДАҒДЫЛАРЫН ДАМЫТУ ҮШІН КӨП САУАТТЫЛЫҚ ТӘСІЛІН ҚОЛДАНУ

Аннотация. Зерттеудің өзектілігі қазіргі әлемдегі елеулі өзгерістерге байланысты – коммуникацияның дәстүрлі түрлерімен қатар жаңа коммуникациялық технологияларды: интернет, цифрлық мәтіндер, медиа ресурстарды қолданудың әртүрлі тәсілдері пайда болды. Жаңа технологиялар адамдар арасындағы қарым-қатынас тәсілдерін өзгертетіндіктен, сауаттылықтың жаңа түрін – көп сауаттылықты (Multi-Literacy) дамыту қажеттілігі туындайды. Көп сауаттылық – бұл ресурстарды дәстүрлі форматта ғана емес, сонымен қатар цифрлық көздерден де пайдалану, оларды сыни тұрғыдан қайта қарау, технологияны практикалық өмірде қолдану мүмкіндігі. Сондықтан, сауатты оқуды оқыту үшін тек ағылшын тілінің стандартты формаларының ережелеріне назар аудару жеткіліксіз екенін түсініп, біз студенттердің сандық мәтіннің семантикалық модельдеріндегі айырмашылықтарды қалай анықтай алатындығын анықтауға мақсат қойдық.

Зерттеу мақсатының контекстінде теориялық және эмпирикалық әдістер қолданылды (мәселенің тарихын зерттеудегі контекстік талдау; бақылау, сауалнама – деректерді жинау үшін). Деректерді жинау кезінде кросс-сауалнама жүргізу үшін сандық әдіс қолданылды. Осы мақсатта Қазақстанның әртүрлі өңірлерінен келген ағылшын тілі оқытушылары арасында ағылшын тілінде оқуды оқытуда мультиграмматикалық тәсіл туралы онлайн-сауалнама жүргізілді. Диагностикалық талдау арқылы оқуды үйрену кезінде аталған тәсілді қолдану мен қолданбау арасында себеп-салдарлық байланыстар орнатуға әрекет жасалды. Зерттеу көп сауаттылықты қалыптастыруды білім алу, оны сыни тұрғыдан түсіну және практикалық мақсатта пайдалану қабілетінің негізін қалайтын білім беру құндылығы ретінде қарастыруға болады деп айтуға мүмкіндік береді.

Тірек сөздер: көп сауаттылық, оқу сауаттылығы, ағылшын тілі, коммуникациялық технологиялар, сандық мәтін.

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ИСПОЛЬЗОВАНИЕ ПОДХОДА МУЛЬТИГРАМОТНОСТИ ДЛЯ РАЗВИТИЯ НАВЫКОВ ЧТЕНИЯ

Аннотация. Актуальность исследования обусловлена существенными изменениями в современном мире – наряду с традиционными формами коммуникаций появились разнообразные способы с применением новых коммуникационных технологий: интернет, цифровые тексты, медиа ресурсы. В связи с тем, что новые технологии меняют способы общения между людьми, возникает необходимость развивать новый вид грамотности – многограмотность (мультиграмотность). Мультиграмотность – это способность использовать ресурсы не только традиционного формата, но и из цифровых источников, переосмыслять их критически, применять технологии в практической жизни. Поэтому, осознавая, что для обучения грамотного чтения уже недостаточно ориентироваться исключительно на правила стандартных форм английского языка, была поставлена цель выявить, как учащиеся способны выявить различия в смысловых моделях цифрового текста.

В контексте цели исследования использованы теоретические и эмпирические методы (контекстный анализ при изучении истории вопроса; наблюдение, анкетирование – для сбора данных). Количественный метод был применен для перекрестного опроса при сборе данных. С этой целью среди преподавателей английского языка из разных регионов Казахстана проведен онлайн-опрос о мультиграмотном подходе при обучении чтению на английском языке. С помощью диагностического анализа была предпринята попытка установить причинно-следственные связи между использованием и неиспользования указанного подхода при обучении чтению. Проведенное исследование позволяет говорить, что формирование мультиграмотности чтения можно рассматривать как образовательную ценность, которая закладывает основу умения добывать знания, критически его осмысливать и использовать в практических целях.

Ключевые слова: мультиграмотность, грамотность чтения, английский язык, коммуникационные технологии, цифровой текст.

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THE SEMIOTIC NATURE OF VISUAL SIGNS IN DIGITAL COMMUNICATION

Abstract

This article examines the semiotic nature of visual signs in digital communication, focusing on their typology, communicative functions, and role in shaping contemporary multimodal discourse. The study foregrounds how visual elements such as emojis, stickers, GIFs, memes, logograms, pictograms, and other graphical modifications encode denotative and connotative meanings in the graphic communication of the internet language. As digital interaction increasingly relies on rapid, condensed and affectively rich cooperation, visual signs become key tools for expressing attitudes, emotions, social evaluations and pragmatic intentions. The article situates visual signs within classical semiotic traditions, describing their manifestation as icons, indices and symbols, and analyzes their operational mechanisms in online environments. The evolution of graphic writing provides historical grounding for understanding the multimodal semiotic sphere formed in digital communication from pictographic and logographic systems to today's typographic modifications. Visual signs are shown to fulfill the functions of information transmission, emotional intensification, contextual substitution and discourse organization. They also reshape perception by highlighting implicit meaning, signaling stance and constructing sociocultural identities. The findings emphasize that digital visual signs represent a dynamic, generative and transformative semiotic system that continues to influence global communication practices.

Keywords:

visual signs, digital communication, semiotics, emojis, multimodality, pictogram, logogram, index, icon, sociopragmatics.

Introduction

The rapid expansion of digital technologies and the global spread of the internet have fundamentally transformed the ways in which people communicate, exchange information, and construct meaning. In contrast to traditional face-to-face, written, and audio-visual modes of interaction, contemporary online communication has evolved into a highly multimodal environment where linguistic, visual, auditory, and symbolic resources converge. Within this dynamic communicative space, visual signs, such as emojis, stickers, GIFs, memes, pictograms, logograms, and other graphic modifications play an increasingly significant role. They function not only as supplementary elements to verbal text but as autonomous semiotic units capable of transmitting emotional nuance, social evaluation, contextual framing, and pragmatic intent. Therefore, digital

visual signs have become indispensable tools in constructing meaning and shaping interpersonal relations in online discourse.

The semiotic nature of these visual elements reveals a complex interplay of denotative and connotative meanings, rooted in the classical triad of sign types proposed by C. S. Peirce: icons, indexes, and symbols. For instance, emojis often operate as icons by visually resembling emotions or objects, while reaction GIFs may serve as indexes pointing to situational context or interpersonal stance. Memes, on the other hand, frequently function as symbols embedded in cultural knowledge, intertextual references, and shared societal values. This layered semiotic structure allows visual signs to express meanings that are difficult or impossible to convey through verbal language alone, including irony, sarcasm, empathy, or complex affective states.

The emergence and widespread use of visual signs in digital communication are closely linked to broader socio-technological changes. The democratization of information technologies, the rise of social media platforms, and the acceleration of communication have fostered a strong need for fast, compressed, and emotionally rich interaction. Users increasingly prefer combining short textual fragments with expressive visual elements, as this hybrid model of communication offers greater immediacy and clarity. Moreover, visual signs often serve as strategies for mitigating communicative ambiguity in computer-mediated messages where vocal cues, facial expressions, and body language are absent. By filling these paralinguistic gaps, digital visuals enhance interpersonal understanding and allow interlocutors to construct more nuanced and socially sensitive exchanges.

Historically, the development of digital visual signs can be viewed as a continuation of long-standing traditions in the evolution of graphic writing. From ancient pictograms and ideograms to medieval mnemonics and logographic scripts, human societies have consistently relied on visual symbolic systems to represent meaning. Contemporary digital signs, though technologically advanced, retain this core semiotic principle: they compress information into immediately recognizable forms that are cognitively efficient and culturally resonant. The typological connections between ancient and modern visual signs highlight the continuity of human semiotic behavior, demonstrating how digital communication revitalizes and transforms earlier forms of symbolic representation.

Visual signs in the internet language fulfill a wide range of communicative functions, including informing, contextualizing, replacing verbal content, adding emotional or aesthetic appeal, and signaling attitudes or intentions. Their multimodality makes them highly adaptable across platforms, user groups, and cultural environments. Yet their interpretation remains deeply rooted in sociocultural norms and linguistic backgrounds. For example, emoji usage patterns differ significantly among Uzbek, Russian, Japanese, English, and Spanish speakers, reflecting distinct emotional codes, interactional styles, and cultural conventions. Similarly, platform-specific affordances shape the frequency and style of visual sign usage: Telegram encourages diverse graphic expressions, Facebook prioritizes informational context, while platforms like Instagram and TikTok integrate visual signs into creative media formats. This diversity indicates that visual signs form a flexible and evolving semiotic system influenced by technological designs and social practices.

Understanding the semiotic nature of visual signs is essential for analyzing contemporary digital discourse. As global communication continues to shift toward visuality and multimodality, researchers must investigate how these signs function as meaningful linguistic, cultural, and cognitive tools. They are no longer marginal additions to text but core components of digital interaction, capable of constructing identities, mediating emotions, and shaping interpersonal dynamics. Therefore, exploring their typology, functions, and sociopragmatic roles contributes to a deeper understanding of digital language, multimodal communication, and the transformation of meaning-making in the 21st century.

Literature Review

The study of visual signs and their semiotic functions in digital communication has gained considerable attention in recent years, reflecting the rapid expansion of internet-based interaction and multimodal communication. Semiotics, as a theoretical framework, provides a foundational lens for analyzing how signs convey meaning beyond verbal language. Early semiotic theorists, including Peirce and Saussure, distinguished between denotative and connotative dimensions of signs, highlighting the distinction between icons, indexes, and symbols [Lizska, James Jacob, 1996; Saussure, 1986]. This classification remains essential for understanding visual signs in online contexts, where images, emojis, and typographic modifications operate as complex semiotic units.

Recent research emphasizes the role of visual signs in shaping digital discourse. Emojis, stickers, GIFs, and memes serve not only as expressive tools but also as instruments for coding, modifying, and transforming textual messages [Danesi, 2004]. Studies have shown that these signs fulfill multiple communicative functions: they clarify tone, indicate affect, provide social commentary, and create intertextual or culturally specific meanings. For instance, emojis are frequently analyzed as quasi-linguistic signs, functioning as substitutes for non-verbal cues in face-to-face communication, such as facial expressions and gestures [Crystal, 2001].

The typographic and paraverbal dimensions of visual communication have also been investigated. Text modifications, including bold, italics, capitalization, spacing, and punctuation, act as semiotic markers, influencing the perception, rhythm, and emphasis of messages [Baron, 2015]. Such graphic modifications operate alongside emoji-based elements, producing multimodal texts that convey meaning through both linguistic and visual channels [Komilov, 2020: 128]. Researchers further highlight the generative potential of visual signs, demonstrating that users can creatively combine multiple signs into new configurations, adapting them to context-specific communicative needs [Zappavigna, 2012].

Cross-cultural considerations are another critical aspect of contemporary studies. The interpretation of visual signs is mediated by linguistic, social, and cultural frameworks, which influence the meaning-making process. For example, a single emoji may convey humor in one culture but irony or disapproval in another. Similarly, memes often rely on shared cultural knowledge, making them potent tools for social critique or humor but challenging for cross-cultural comprehension [Shifman, 2014].

Despite extensive research on the semiotic functions of visual signs, gaps remain regarding their systematic classification and functional mapping within digital discourse. Existing studies tend to focus on individual sign types or specific platforms, leaving limited comparative analyses across multiple semiotic elements, such as emojis, GIFs, memes, and typographic modifications [Komilov, Dehkonov, 2022: 1072]. Furthermore, while much attention has been given to expressive and emotional functions, less emphasis has been placed on the transformative and generative properties of visual signs in multimodal configurations [Ugli, 2020: 50].

Overall, the literature suggests that visual signs in digital communication constitute a rich, semiotically complex system, integrating denotative, connotative, and paraverbal functions. They are not only expressive tools but also carriers of social, cultural, and pragmatic meaning, shaping contemporary internet-mediated discourse. This study aims to build on previous research by systematically examining the types, functions, and multimodal potential of visual signs, contributing to a comprehensive understanding of their semiotic role in digital communication.

Materials and Research Methods

The methodological foundation of this research is based on a combination of qualitative, descriptive, comparative, and semiotic-analytical approaches that allow for a systematic examination of visual signs functioning in contemporary digital communication environments. The study draws on an interdisciplinary corpus consisting of materials from linguistics, semiotics, media studies, cognitive science, and internet communication research. The primary empirical materials

include screenshots, message logs, social media posts, interface elements, emojis, stickers, GIFs, memes, and algorithmically generated visuals sourced from widely used digital platforms such as Telegram, Instagram, X (Twitter), TikTok, Facebook, Reddit, and YouTube. These materials were selected through purposive sampling to represent communicative acts that rely heavily on visual signification and multimodal meaning construction. The dataset spans 2020–2025, a period marked by rapid developments in digital visual practices, ensuring both relevancy and representativeness.

A multi-stage analytical process was employed. First, all collected visual units were categorized according to their structural and functional characteristics. Structural parameters included iconicity, indexicality, symbolic load, schematic structure, degree of abstraction, color patterns, spatial organization, and compositional features. Functional parameters included pragmatic intent (expressive, phatic, directive, referential, metalinguistic), communicative role (emotion marking, discourse regulation, emphasis, substitution of verbal text), and interactional context (peer-to-peer messaging, public post, comment thread, community discourse, algorithmically recommended content). During this stage, visual signs were also evaluated in terms of semiotic coding systems and multimodal integration with verbal or paraverbal elements. To ensure analytical coherence, the study relied on triadic semiotics of Peirce, dyadic principles of Saussure and contemporary frameworks on digital signification.

In the second stage, the selected visual signs were analyzed using qualitative content analysis techniques. Each unit was examined for its denotative meaning, connotative potential, socio-cultural references, intertextuality, and communicative function in digital discourse. Special emphasis was placed on identifying mechanisms of semantic condensation, graphical stylization, and symbolic transfer that are particularly characteristic of internet-based visual communication. The analysis included a comparison between culturally embedded signs (e.g., traditional symbols adapted for online use) and globally circulating signs (e.g., standard emoji sets), allowing the study to highlight both culturally specific and universal aspects of digital semiotics.

For comparative purposes, examples from different linguistic and cultural communities, specifically Uzbek-speaking, Russian-speaking, English-speaking, and globally mixed online environments were examined. This cross-cultural comparison made it possible to determine to what extent digital visual signs function as culturally conditioned phenomena or as transnational semiotic units shaped by global media platforms. Additionally, special attention was given to the evolution of sign forms across updates of digital interfaces and technological innovations, including changes in emoji design, introduction of new communication features, and algorithm-driven personalization of visual content.

To ensure reliability, all analytical interpretations were triangulated through repetitive observation, corpus comparison, and theoretical alignment with established semiotic principles. Where necessary, additional interpretations were cross-validated with existing scholarly literature to avoid overgeneralization. The methodology also incorporates elements of ethnographic observation of digital communities, including participation in public online groups, thematic forums, and comment sections, enabling naturalistic observation of how visual signs are used in authentic communication settings. This combination of methods ensured a comprehensive and multi-layered examination of the semiotic nature of visual signs in digital communication.

Results and Discussion

The analysis of visual signs in digital communication demonstrates that their semiotic potential extends far beyond simple illustration of verbal messages. The data show that visual signs including emojis, stickers, GIFs, memes, typographic modifications, and other graphical markers fulfill multiple communicative functions simultaneously. Denotatively, emojis and stickers convey specific emotional states, actions, or objects, while connotatively, they carry cultural, social, and intertextual meanings. For instance, the heart emoji can denote affection universally but may acquire situational or ironic connotations depending on the context, user community, or accompanying text. Similarly, memes integrate iconic, indexical, and symbolic elements to encode

humor, social critique, or commentary on political and cultural events, often in a condensed and multilayered manner.

Table 1 – Functional Characteristics and Semiotic Roles of Visual Signs in Digital Communication

Type of Visual Sign	Denotative Function	Connotative Function	Paraverbal / Expressive Role	Cross-Cultural Observation	Generative /Adaptive Features
Emoji	Express specific emotions, actions, objects	Cultural, ironic, social meanings	Emphasize tone, rhythm, intensity, affect	Heart ❤️ or laughing 😂 may have slightly different nuances across cultures	Users combine emojis to create hybrid messages or express nuanced states
Sticker	Illustrate actions, reactions	Convey humor, affect, situational context	Enhance visual expressivity, indicate response or feedback	Frequently adapted to local cultural norms	Can be personalized or created to convey unique meaning
GIF	Represent dynamic actions, events	Emphasize emotional, humorous, or social commentary	Intensify affect, mimic non-verbal cues	Universally intelligible but context-specific meanings exist	Allows creation of novel multimodal sequences and reactions
Meme	Depict social, political, or humorous messages	Encode intertextual, cultural, or critical meanings	Combine text and visuals for evaluative content	Cross-cultural adaptation possible; locally specific references	Continuously evolves; users generate new forms and hybrid formats
Typographic Modifications (bold, italic, caps, spacing, punctuation)	Highlight, emphasize, structure information	Convey intensity, irony, tone, urgency	Regulate rhythm, emphasis, voice projection	Some variations are culture-specific	Dynamic application in combination with other visual signs
Logograms/Pictograms	Symbolize objects, concepts, ideas	Encode symbolic or indexical meaning	Assist cognitive recognition, reduce textual complexity	Some symbols widely understood, others culturally contextual	

Table 1 presents a comprehensive overview of the main types of visual signs employed in digital communication and their functional characteristics. The table categorizes visual signs into six key types: emoji, stickers, GIFs, memes, typographic modifications, and logograms/pictograms. Each type is analyzed according to five dimensions: denotative function, connotative function, paraverbal or expressive role, cross-cultural observations, and generative/adaptive features.

The denotative function column reflects the direct, literal meaning conveyed by each visual sign, such as emotions, actions, or objects. The connotative function column highlights the symbolic, cultural, or social meanings associated with these signs, including irony, humor, or social commentary. The paraverbal/expressive role column identifies how visual signs influence the tone, rhythm, and emotional intensity of communication, effectively acting as non-verbal cues within digital interactions.

Cross-cultural observations emphasize the variability in interpretation and usage of visual signs across different linguistic and cultural contexts, noting similarities and potential differences in meaning. Lastly, the generative/adaptive features column illustrates the flexibility of visual signs, including their potential for user-driven creativity, hybridization, and multimodal integration.

Overall, Table 1 provides a structured representation of the semiotic and communicative potential of visual signs in digital environments, demonstrating how they extend beyond textual language to create rich, multimodal, and culturally nuanced interactions.

The results indicate that visual signs operate as multimodal semiotic units that often replace, complement, or intensify verbal communication. Typographic variations, such as capitalization, font style, spacing, and punctuation enhance expressive qualities and regulate the rhythm, emphasis, and perceived tone of digital messages. Repeated punctuation (!!!, ???), bold or italicized text, and combined emoji clusters exemplify the paraverbal and visual layers that shape interpretive frameworks for readers. In addition, the study reveals that the combination of verbal and visual elements often creates hybrid metamessages that convey nuanced emotional or evaluative content not easily expressed through words alone.

Cross-cultural comparison shows notable differences in the use of visual signs among various linguistic communities. For example, Russian-speaking and Uzbek-speaking users frequently combine typographic innovations with culturally specific emoji usage to signal humor, irony, or social identity. English and globally oriented communities rely more on standardized emoji sets and GIFs, which are largely intelligible across cultures. Despite these variations, certain visual units, such as common emojis and GIF reactions function as near-universal semiotic codes within digital communication platforms, contributing to a shared global visual language. This duality between culturally specific and transnational signs underscores the role of visual communication as both socially conditioned and universally intelligible.

Furthermore, the study highlights the generative and adaptive qualities of visual signs. Continuous updates to social media interfaces and the expansion of emoji libraries have encouraged users to innovate by creating personalized combinations, hybrid memes, and new stylized graphic signs. These findings confirm that digital visual signs are not static; they evolve dynamically in response to technological developments, platform affordances, user creativity, and social interaction patterns. Visual signs thus represent both a reflection of digital culture and a tool for shaping discourse, allowing communicators to encode, decode, and interpret multimodal messages with high efficiency and expressive depth.

From a semiotic perspective, visual signs integrate iconic, indexical, and symbolic dimensions, allowing for layered interpretation. Icons replicate or resemble real-world objects or gestures, indices point to situational context or user intent, and symbols encode culturally or socially conventionalized meanings. When combined with verbal and paraverbal elements, these signs create a complex semiotic ecosystem that shapes interaction, interpretation, and social meaning in online environments. The research indicates that users unconsciously and strategically employ visual signs to regulate discourse, assert identity, negotiate relationships, and convey affective and evaluative nuances, thereby enriching the semiotic repertoire of digital communication.

Conclusion

The study demonstrates that visual signs in digital communication are fundamental semiotic units that perform multiple functional roles. They combine denotative and connotative properties, generate multimodal meaning, and contribute to the evolution of digital language. Visual signs,

such as emojis, stickers, GIFs, memes, and typographic modifications operate as hybrid units capable of complementing, intensifying, or even substituting verbal text. They enhance communicative efficiency, provide expressive depth, and encode social, cultural, and emotional content in ways unattainable through verbal language alone.

The results indicate that visual signs are culturally flexible yet increasingly standardized, forming a shared global semiotic system while retaining local variations shaped by social norms, linguistic communities, and cultural practices. They function as generative tools, enabling users to create novel combinations, hybrid messages, and multimodal discourse patterns, which further illustrate the dynamic and adaptive nature of digital communication. Importantly, the integration of visual, verbal, and paraverbal signs contributes to effective message interpretation, discourse regulation, and identity expression, reflecting both the functional and pragmatic dimensions of online interaction.

Overall, the findings underscore the semiotic richness of digital communication and highlight the critical role of visual signs in shaping contemporary online discourse. Future research should continue exploring the evolving interplay between visual signs and linguistic structures, particularly in cross-cultural and cross-platform contexts, as digital communication practices expand and new technologies further transform multimodal meaning-making. The study confirms that understanding the semiotic nature of visual signs is essential for analyzing digital literacy, online social interaction, and the broader evolution of language in the 21st century.

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СЕМИОТИЧЕСКАЯ ПРИРОДА ВИЗУАЛЬНЫХ ЗНАКОВ В ЦИФРОВОЙ КОММУНИКАЦИИ

Аннотация. В данной статье рассматривается семиотическая природа визуальных знаков в цифровой коммуникации с акцентом на их типологии, коммуникативных функциях и роли в формировании современного мультимодального дискурса. В исследовании рассматриваются как визуальные элементы, как эмодзи, стикеры, GIF-изображения, мемы, логограммы, пиктограммы и другие графические модификации, кодируют денотативные и коннотативные значения в графической коммуникации интернет-языка. Поскольку цифровое взаимодействие всё больше опирается на быстрое, концентрированное и аффективно насыщенное взаимодействие, визуальные знаки становятся ключевыми инструментами выражения установок, эмоций, социальных оценок и прагматических намерений.

В статье визуальные знаки рассматриваются в контексте классических семиотических традиций, описывая их проявления в виде иконок, индексов и символов, а также анализируются механизмы их функционирования в онлайн-среде. Эволюция графического письма предоставляет историческую основу для понимания мультимодальной семиотической сферы, сформировавшейся в цифровой коммуникации от пиктографических и логографических систем до современных типографских модификаций. Показано, что визуальные знаки выполняют функции передачи информации, эмоциональной интенсификации, контекстуального замещения и организации дискурса. Они также меняют восприятие, выявляя неявный смысл, сигнализируя о позиции и формируя социокультурную идентичность. Результаты исследования подчёркивают, что цифровые визуальные знаки представляют собой динамичную, генерирующую и трансформирующую семиотическую систему, которая продолжает влиять на глобальные коммуникационные практики.

Ключевые слова: визуальные знаки, цифровая коммуникация, семиотика, эмодзи, мультимодальность, пиктограмма, логограмма, индекс, икона, социопрагматика.

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ЦИФРЛЫҚ КОММУНИКАЦИЯДАҒЫ ВИЗУАЛДЫ БЕЛГІЛЕРДІҢ СЕМИОТИКАЛЫҚ СИПАТЫ

Аңдатпа. Бұл мақалада цифрлық коммуникациядағы визуалды белгілердің семиотикалық сипаты қарастырылады. Зерттеу барысында олардың типологиясына, коммуникативтік функцияларына және заманауи мультимодальды дискурсты қалыптастырудағы рөліне баса назар аударылған. Мақалада интернет тілінде эмодзи, стикерлер, GIF-кескіндер, мемдер, логограммалар, пиктограммалар және басқа да графикалық модификациялар сияқты визуалды элементтердің денотаттық және коннотаттық мағыналарды қалай кодтайтыны талданады.

Цифрлық өзара әрекет барған сайын жылдам, шоғырландырылған және аффективті түрде қанық өзара іс-қимылға негізделгендіктен, визуалды белгілер көзқарастарды,

эмоцияларды, әлеуметтік бағалаулар мен прагматикалық ниеттерді білдірудің негізгі құралына айналуда.

Зерттеуде визуалды белгілер классикалық семиотикалық дәстүрлер тұрғысынан сипатталып, икона, индекс және белгі ретіндегі көріністері мен онлайн-ортадағы атқаратын қызметіне талдау жасалады.

Графикалық жазудың эволюциясы – пиктографиялық және логографиялық жүйелерден заманауи типографиялық модификацияларға дейін – цифрлық коммуникацияда қалыптасқан мультимодальды семиотикалық кеңістікті түсінуге тарихи негіз болады. Визуалды белгілердің ақпарат беру, эмоционалды қарқындылықты арттыру, контекстік алмастыру және дискурсты ұйымдастыру қызметін атқаратыны дәлелденген. Олар сондай-ақ астарлы мағынаны айқындап, ұстанымдарды білдіру және әлеуметтік-мәдени бірегейлікті қалыптастыру арқылы қабылдау процесін өзгертеді. Зерттеу нәтижелері цифрлық визуалды белгілердің жаһандық коммуникациялық тәжірибеге ықпал етуін жалғастырып жатқан динамикалық, генерациялаушы және трансформациялаушы семиотикалық жүйе екенін айғақтайды.

Тірек сөздер: визуалды белгілер, цифрлық коммуникация, семиотика, эмодзи, мультимодальдылық, пиктограмма, логограмма, индекс, икона, әлеуметтік прагматика.

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SEMANTIC NUANCES OF MULTI-COMPONENT TERMS IN E-COMMERCE LOGISTICS

Abstract

This article analyzes the semantic properties of multi-component terms used in the field of e-commerce logistics. The study identifies the components of these terms, their semantic relationships and context-dependent meanings. It also highlights the linguistic and domain-specific features that influence the development of e-commerce logistics terminology. It is emphasized that the semantics of terms plays an important role in the processes of their correct translation, automatic text analysis and digitization of logistics systems.

The article is based on an analysis conducted at the intersection of scientific linguistics, translation studies and applied logistics.

Keywords:

E-commerce, logistics, multi-component terms, semantic analysis, terminology, linguistic properties, contextual meaning, translation issues.

Introduction

Today, the rapid development of the e-commerce industry is not only creating new trading opportunities but also causing an increase in the complexity of logistics processes that are important for its effective functioning. In e-commerce, the delivery of products to the consumer is part of a system of order management, inventory, warehouse management and many other services. The successful implementation of these processes requires large-scale and multi-stage systems [Liu, Shang, Lai: 2018].

Materials and methods

The terms used in e-commerce logistics are often multi-component, consisting of several words, and each word has its own meaning. Such terms play an important role not only in describing processes, but also in expressing their interrelationships, integration and complexity. For example, terms such as "supply chain management", "integrated logistics system", "omnichannel delivery" combine several processes and concepts. Semantic nuances of multi-component terms are the meaning conveyed by each part of the term and the uniqueness of these parts in creating a joint concept. Such nuances are important for clear and effective communication in the industry, since ambiguity or misinterpretation of terms can reduce the efficiency of logistics processes. Therefore,

there is a need for a deep analysis of multi-component terms used in e-commerce logistics and the identification of their semantic aspects. It is relevant both from a scientific and practical point of view. In scientific research, semantic analysis of multi-component terms allows us to study the linguistic, terminological and contextual features of words. In practice, correctly understood and accepted terms in a single meaning enhance cooperation between companies, allow us to automate and optimize processes. Therefore, identifying the semantic nuances of multi-component terms is not only a matter of providing a lexical explanation, but also shows how to apply them in a practical context. In e-commerce logistics, multi-component terms often involve knowledge from several fields - logistics, information technology, marketing and management. For example, the term "integrated information management system" combines technological and management fields. Therefore, the semantic analysis of such terms requires a multidisciplinary approach. Along with the lexical meaning of each component, the new meaning created by them together should be studied. Based on the above points of view, this work studies the semantic nuances of multi-component terms used in e-commerce logistics. The goal is to determine the composition of the terms, analyze the meaning of each component and reveal their joint semantic function. In addition, practical examples of some important multi-component terms in e-commerce logistics are given and their importance in the field is highlighted. The significance of the study is that it serves to ensure clear and effective communication in e-commerce logistics, enriches the terminological base and helps to better understand various processes in the field. Also, a deeper study of multi-component terms serves as the basis for introducing new innovations in the processes of digitization and automation of logistics systems. [Homburg, Kühnl, Heimerl: 2017].

Result and discussion

In the future, the analysis conducted on this topic will play an important role in creating more complex and advanced systems of e-commerce logistics, as well as in forming a common language and understanding between specialists and researchers working in the field. Multi-word terms (MWTs) are combinations of two or more words that function together as a single semantic unit, often naming specific processes, services, or concepts within a domain. In e-commerce logistics, MWTs are essential to precisely describe complex activities and technologies.

These are the most common type of MWTs in e-commerce logistics. They typically consist of a **head noun** and one or more modifiers that specify or qualify the head. They describe entities such as processes, systems, or services.

- **Order Fulfilment Process**
  o *Order* (modifier) + *Fulfilment* (modifier) + *Process* (head noun) Refers to the entire sequence of actions involved in receiving, processing, packing, and delivering a customer's order.
- **Digital Payment Gateway**
  o *Digital* (modifier) + *Payment* (modifier) + *Gateway* (head noun) Describes a technology platform enabling secure electronic payment transactions.
- **Last-Mile Delivery Service**
  o *Last-Mile* (modifier) + *Delivery* (modifier) + *Service* (head noun) Specifies the final stage of the delivery process, which involves transporting goods from a distribution hub to the end customer.

Compounds are MWTs where two or more words join to form a term with a specialized meaning. In many cases, one component modifies the other, and the overall meaning may sometimes be non-compositional (not fully predictable from individual parts) [Christopher, 2016].

- Example:
  o **Last-mile delivery** – A compound noun specifying the delivery segment; "last-mile" functions adjectivally.
- Compounds may be written as separate words, hyphenated, or fused depending on convention.

Some MWTs emphasize actions or workflows rather than static entities:

• **Order Fulfilment Process** emphasizes the workflow, highlighting that it is a *process* – a series of steps.

• Such terms often include nouns like *process*, *procedure*, *operation*, or *workflow* as the head word.

These refer to specific services provided within the logistics ecosystem:

• **Delivery Service** refers to the service function; modifiers specify the type (e.g., *last-mile*).

• **Payment Gateway** is a service facilitating payments.

MWTs that relate specifically to technical components or platforms:

• **Digital Payment Gateway** includes *digital*, emphasizing the technological aspect.

• These terms often reflect the integration of IT within logistics.

In the specialized domain of e-commerce logistics, multi-word terms are formed through different **lexical-semantic structures**. Understanding these structures is crucial for grasping how terms convey meaning, how they function in communication, and how they can be translated or processed.

Compounds are words formed by combining two or more lexemes (roots or words) into a single unit with a unified meaning. In compounds, one element usually acts as the **head** (central element), and the others as **modifiers** that specify or restrict the meaning.

Characteristics:

• Often written as one word (e.g., **backorder**), hyphenated (e.g., **last-mile**), or separate words (e.g., **order fulfilment**).

• The meaning of the compound can be **transparent** (predictable from parts) or **opaque** (idiomatic or specialized).

Examples in E-commerce Logistics:

• **Last-mile delivery**: A compound where "last-mile" modifies "delivery" indicating the final stage of delivery.

• **Order fulfilment**: Combines "order" + "fulfilment" to denote the process of completing customer orders.

• **Inventory management**: "Inventory" modifies "management," referring to managing stock.

The head noun often represents the core concept (e.g., delivery, management), and the modifier narrows or specifies its meaning (e.g., last-mile, inventory).

Collocations are habitual or conventional pairings or groups of words that frequently co-occur more often than by chance, creating a predictable pattern of language use. They may be idiomatic or partially idiomatic but are not necessarily fixed phrases.

Characteristics:

• Words in collocations have a strong tendency to appear together but retain their individual meanings.

• Their combination may sound "natural" to native speakers and sometimes non-literal in usage.

Examples in E-commerce Logistics:

• **Place an order** (verb + noun) – a common phrase meaning to request goods or services.

• **Track a shipment** – to monitor the progress of a delivery.

• **Process payment** – to handle financial transactions.

Collocations express routine actions or concepts within the domain. The meaning arises from the conventional use of these combinations.

Phrasal terms (also known as phrasal verbs or multi-word expressions) are fixed or semi-fixed phrases typically combining verbs with prepositions or adverbs to create a meaning that may differ from the sum of their parts.

Characteristics:

• Often describe actions or processes.

• The meaning can be literal or idiomatic.

• The components may be separable (e.g., "set up an account" vs. "set the account up").

Examples in E-commerce Logistics:

• **Set up an account** – to establish a user profile or registration.

• **Carry out inspection** – to perform quality or process checks.

• **Check out** – to complete a purchase process online.

When analyzing multi-word terms, a key aspect is how easily the meaning of the whole expression can be understood from its parts. This relates to **semantic transparency** and **semantic opacity**.

A term is semantically transparent if its overall meaning can be directly inferred from the meanings of its individual components. In other words, the phrase "makes sense" literally when you look at each word.

Example:

• **Digital payment gateway**

o *Digital* = electronic, computerized

o *Payment* = transfer of money

o *Gateway* = entry point or interface

o **Combined meaning**: A system or platform that electronically facilitates payment transactions.

Because each word contributes a clear part of the overall meaning, the term is semantically transparent.

A term is semantically opaque if its overall meaning cannot be directly or fully deduced from the meanings of its individual parts. Such terms often involve metaphor, idiomatic usage, or domain-specific jargon.

Examples:

• **Shopping cart**

o Literally: a physical cart used for shopping in a store.

o In e-commerce: a **virtual container** where customers "collect" items before checkout.

o Here, the term borrows the physical shopping metaphor, but the actual referent is digital. The phrase is **partly opaque** because "cart" doesn't literally mean a physical cart in this context.

• **Fulfilment centre**

o *Fulfilment* here refers to a business process of receiving, packing, and shipping orders, which is specialized jargon.

o *Centre* is a location or facility.

o The overall meaning is a **warehouse or facility** handling order processing, which isn't obvious just from the literal meanings. This term is **opaque** because "fulfilment" isn't a common everyday word outside logistics/business contexts.

Multi-component terms in e-commerce terminology have a complex linguistic structure and can vary in semantic transparency and opacity. For example, when the English term shopping cart is directly translated into Uzbek and Russian, the words "savat" or "korzina" are used in the traditional sense. However, how these words express the meaning of "virtual basket" in the context of e-commerce, that is, in the online shopping process, can be problematic. Therefore, it is necessary to take into account not only the lexical meaning, but also the contextual and cultural scope of the term in translation [Cabré: 1999].

Cross-linguistic comparison allows us to identify linguistic and cultural differences that arise in the process of adapting multi-component terms in e-commerce logistics to the Uzbek and Russian languages. Each language has its own morphological, syntactic and semantic features that affect the translation and understanding of terms. For example, while in Russian terminological units are often expressed in a short, strictly standardized form, in Uzbek terms are expressed in more descriptive, explanatory forms. At the same time, in Russian technical terms are often directly transliterated from English, while in Uzbek words are often recreated using internal lexical bases or explanatory terms are used.

The clear expression of semantic and pragmatic nuances in translation increases understandability for users, ensures the efficiency of services, and reduces errors in business

processes. For example, the term fulfillment center may be expressed in Uzbek as "order fulfillment center" or "delivery center", but these terms may not cover or clearly define all aspects of the industry. As a result, customers or employees may misunderstand the term, leading to confusion in processes. Therefore, in the translation of multi-component terms in e-commerce logistics, linguistic accuracy and pragmatic compatibility must be ensured together.

Conclusion

The purpose of this study is to study the semantic and pragmatic aspects of the process of translation and adaptation of multi-component terms used in e-commerce logistics into Uzbek and Russian. Also, the difficulties that arise during the translation process, semantic transparency and opacity, cultural adaptation and the impact on user communication are analyzed. The study of these issues serves to more effectively organize national and international communication in the field of e-commerce, enrich the terminological base and form a common understanding between industry specialists.

The semantic and pragmatic problems that arise during the translation and adaptation of multi-component terms in e-commerce logistics into Uzbek and Russian were analyzed. The results of the study showed that when translating a multi-component term, it is necessary to pay attention not only to the lexical meaning, but also to the contextual, cultural and functional meaning of the term within the industry. Semantically transparent terms, such as digital payment gateway, are generally less difficult to translate because their component meanings are clear and can be translated one by one. However, opaque or metaphorical terms, such as shopping cart or fulfillment center, require more adaptation and explanation in translation. Pragmatic nuances, i.e. how terms are understood and used in a given situation, are important for effective communication between users and business entities. If semantic differences are not properly addressed, they can lead to customer misunderstandings, delays in business processes, and financial losses. Therefore, great attention should be paid to linguistic accuracy, cultural adaptation, and pragmatic context in translation and localization processes. [Temmerman: 2000]

In the future, the creation of unified terminological corpora, adaptation of terms to national culture, and development of interactive educational resources are important directions for the effective integration of terminology in e-commerce logistics in national and foreign languages. Such approaches will increase mutual understanding between specialists, researchers, and users working in the field, improve service quality, and increase global competitiveness.

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СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ МНОГОКОМПОНЕНТНЫХ ТЕРМИНОВ В ЛОГИСТИКЕ ЭЛЕКТРОННОЙ КОММЕРЦИИ

Аннотация. В данной статье анализируются семантические особенности многокомпонентных терминов, используемых в сфере логистики электронной коммерции. В ходе исследования определяются компоненты таких терминов, их семантические связи и контекстно-зависимые значения. Также выделяются лингвистические и предметные особенности, влияющие на развитие терминологии логистики электронной коммерции. Подчеркивается, что семантика терминов играет важную роль в процессах их корректного перевода, автоматического анализа текстов и цифровизации логистических систем. Статья основана на анализе, проведенном на стыке научной лингвистики, переводоведения и прикладной логистики.

Ключевые слова: электронная коммерция, логистика, многокомпонентные термины, семантический анализ, терминология, лингвистические особенности, контекстное значение, проблемы перевода.

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ЭЛЕКТРОНДЫҚ КОММЕРЦИЯ ЛОГИСТИКАСЫНДАҒЫ КӨПКОМПОНЕНТТІ ТЕРМИНДЕРДІҢ СЕМАНТИКАЛЫҚ ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Бұл мақалада электрондық коммерция логистикасы саласында қолданылатын көпкомпонентті терминдердің семантикалық ерекшеліктері талданады. Зерттеу барысында осы терминдердің құрамдас бөліктері, олардың арасындағы семантикалық байланыстар мен контекстке тәуелді сөздер анықталған. Сондай-ақ электрондық коммерция логистикасы терминологиясының дамуына әсер ететін лингвистикалық және пәндік ерекшеліктер айқындалады. Терминдер семантикасының оларды дұрыс аудару, мәтіндерді автоматты түрде талдау және логистикалық жүйелерді цифрландыру процестерінде маңызды рөл атқаратыны негізделген. Мақала ғылыми лингвистика, аударма ісі және қолданбалы логистиканың тоғысында жүргізілген талдауларға негізделген.

Тірек сөздер: электрондық коммерция, логистика, көпкомпонентті терминдер, семантикалық талдау, терминология, лингвистикалық ерекшеліктер, контекстік мағына, аударма мәселелері.

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ОБРАЗОВАТЕЛЬНО-ПЕДАГОГИЧЕСКИЙ ДИСКУРС: СОЦИАЛИЗАЦИЯ НОВОГО ЧЛЕНА ОБЩЕСТВА

Аннотация

Дискурс можно рассматривать как взаимодействие между людьми, которое анализируется с учетом их принадлежности к определенным социальным группам или в контексте специфических речевых и поведенческих ситуаций. В данной работе рассматриваются способы определения типов институционального дискурса, представлена модель институционального дискурса в контексте педагогического общения.

Далее для раскрытия образовательно-педагогического дискурса изучается схема, предложенная российским лингвистом, доктором филологических наук, профессором Государственного института русского языка им. А.С. Пушкина Владимиром Ильичем Карасиком. Представлены различные исследования педагогов Узбекистана, Англии и США: с детальной характеристикой реалий их образовательной системы и в виде таблицы даны труднопереводимые слова, ассоциативно связанных с понятием «учитель», на русский язык из других языков (узбекский и английский языки). Указаны особенности в обращении учащихся дискурса к педагогу в различных лингвокультурах (русская, узбекская и английская).

Ключевые слова:

дискурс, институциональный дискурс, образовательно-педагогический дискурс, типичные участники, домулла (домла), мулла, мударрис, professor emeritus.

Введение

«Дискурс» – это термин, имеющий множество определений, которые накапливались в результате исследований ученых на протяжении различных исторических эпох. Уточнение содержания понятия «дискурс» и его границ позволило выявить его отличительные черты, что, в свою очередь, способствовало созданию различных типологий. С точки зрения социолингвистики, дискурс рассматривается как общение между людьми, анализируемое в контексте их принадлежности к определенным социальным группам или в рамках конкретных речевых и поведенческих ситуаций, таких, как институциональное взаимодействие. Исходя из критерия «принадлежность к определенному социальному институту», В.И. Карасик выделил различные виды институционального дискурса:

политический, административный, юридический, образовательно-педагогический, религиозный, медицинский, деловой, рекламный, спортивный, научный и другие.

Безусловно, этот список может быть дополнен или изменен. Важно отметить, что институциональный дискурс подвержен историческим изменениям: когда определенный общественный институт как уникальная культурная система теряет свое значение, его дискурс постепенно сливается с другими формами общения, утрачивая свою целостность.

Методы исследования

В настоящей работе применяются описательный, сопоставительный методы и прием сплошной выборки. Использованный дистрибутивный анализ позволил исследовать как языковые единицы распределяются по контексту и помогают определить грамматические категории и функции без привлечения значения. Исследование имеет междисцилинарный характер, поэтому оно связано с терминами в сфере педагогики и среднего образования.

Результаты и обсуждение

При определении типа институционального дискурса необходимо учитывать следующее:

- статусно-ролевые особенности участников (например, учитель и ученик, преподаватель и студент, врач и пациент, офицер и солдат);

- цели общения (образовательно-педагогический дискурс направлен на социализацию нового члена общества, тогда как политический дискурс фокусируется на сохранении или перераспределении власти);

- характерные места общения (такие, как храм, школа, высшее образовательное учреждение, стадион, поликлиника и другие).

В данной работе нами предложена модель рассмотрения институционального дискурса применительно к педагогическому общению. Для полного раскрытия образовательно-педагогического дискурса следует описать его по определенной схеме, которая дается В.И. Карасиком следующим образом: «… в процессе анализа дискурса рекомендуется охарактеризовать типичных участников, хронотоп, цели, ценности, стратегии, жанры, прецедентные тексты и дискурсивные формулы» [Карасик, 2002: 208]. В этой статье мы рассмотрим типичных участников образовательно-педагогического дискурса, особое внимание уделим педагогам.

По В.И. Карасику, участниками образовательно-педагогического дискурса являются учитель и ученик. В нашей работе участники будут переименованы на педагога и учащегося, так как образовательно-педагогический дискурс представляет собой объективно существующую динамическую систему, действующую в образовательной среде высшего образовательного учреждения. Педагог имеет право передавать знания и нормы поведения общества учащемуся, а также оценивать его успехи. Педагог олицетворяет мудрость поколений и, следовательно, изначально обладает высоким авторитетом в обществе. В современном русском языке возникла необходимость лексически различать характеристики педагога как социального типа, что привело к образованию семантико-стилистической парадигмы слов: *воспитатель, учитель, тренер, инструктор, гуру, репетитор, преподаватель, наставник, доцент, профессор, ментор* и другие. Это люди, которые оказывают влияние на формирование характера растущего человека и передают предметные знания в той или иной области:

- *воспитатель* – -я, м. 1. Человек, к-рый воспитывает или воспитал кого-н. 2. Специалист, занимающийся воспитательной работой: *В. детского сада. В. в интернате* || ж. воспитательница, -ы || прил. воспитательский, -ая, -ое;

- *учитель* – -я, мн. -я, -ей и -и, -ей, м. 1. (мн. -я, -ей). Лицо, к-рое обучает чему-н.: *Школьный у. У. математики. Домашний у. Заслуженный у.* (почетное звание). 2. Глава

учения (во 2 знач.), человек, к-рый учит (научил) чему-н. (высок.). *Великие учители-философы* (к 1 знач.);

- *тренер* – -а, м. Специалист по тренировке спортсменов: *Т. футбольной команды. Т. по самбо.* || ж. тренерша, -и (разг.). || прил. тренерский, -ая, -ое;

- *инструктор* – 1) -а, мн. -ы, -ов и -а, -ов, м. Должностное лицо, инструктирующее кого-н.: *И. по туризму*; 2) человека, который учит конкретным навыкам (например, *инструктор по стрельбе или по вождению автомобиля*);

- для подготовки к экзаменам в частном порядке люди обращаются к помощи *репетитора* – учитель, репетирующий кого-н.;

- человека, профессионально занимающегося преподаванием дисциплин, преимущественно в высшем образовательном учреждении, называем *преподавателем;*

- *наставник* – 1. руководитель, учитель или воспитатель ◆ *Замечательно было то уважение, с которым все посетители обращались к Губареву как наставнику или главе. Тургенев, «Дым», 1865–1867 г.* ◆ *У меня ведь, как ни странно, репутация командира волевого и жестокого. Нечто вроде капитана-наставника. Грачевский, «Рейс как рейс»*; 2. опытный специалист, мастер, обучающий молодёжь на производстве [Словарь русского языка, 1999];

- *доцент* – -а, м. Ученое звание и должность преподавателя высшего учебного заведения (ниже профессора и выше ассистента), а также лицо, имеющее это звание и занимающее эту должность;

- *профессор* – -а, мн. профессора́, м. Ученое звание, присваиваемое наиболее квалифицированным преподавателям высших учебных заведений и научным сотрудникам научно-исследовательских учреждений, руководящим научно-исследовательской работой, а также лицо, носящее это звание: *Лиза снова пошла в университет, радостно встретилась с подругами, переписала у них конспекты лекций, которые успели прочитать профессора. Емельянова, Сестра.* || В вузе также должность лица, имеющего это ученое звание: *Ему еще не было двадцати восьми лет, когда он был избран профессором Политехнического института. Каверин, Перед зеркалом;*

- отрицательная черта, присущая наиболее распространенному недостатку личности учителя (как и любой другой профессии, она может оказывать влияние на формирование характера), заключается в слове «*ментор*», а точнее, в прилагательном «*менторский*» – это означает постоянное поучение и навязчивое воспитание. Обычно говорят о менторском (или дидактическом) подходе. В.И. Карасик дает следующее объяснение слову *ментор* «… В английском, впрочем, *mentor* – a wise and trusted counselor (WEUD) – не имеет отрицательных коннотаций и означает «наставник», так, например, говорят о своем научном руководителе» [Карасик, 2002: 209].

В нашей работе заслуга словарей узбекского и английского языков была велика. Мы обратились к толковому словарю узбекского языка под редакцией А. Мадвалиева и английскому идеографическому словарю, точнее к тезаурусу Питера Марка Роже. В данных источниках был дан довольно значительный список слов, ассоциативно связанный с понятием «учитель»:

- tarbiyachi, murabbiy, o'qituvchi, xususiy o'qituvchi, muallim (mallim), ustoz, domulla (domla), mulla, donishmand, faylasuf, vazir, pedagog, usta, mudir, boshliq, rais ma'ruzachi, dotsent, professor, olim, mutafakkir, mavlono, fozil, notiq, maslahatchi и другие;

- teacher, preceptor, mentor, guide; minister, pastor; guru, sage; instructor, educator; tutor, private tutor, coach; governess, nursemaid, keeper; educationist, educationalist, pedagogue; pedant, wiseacre; schoolmarm; schoolmaster or mistress, schoolteacher, class teacher, subject teacher; assistant teacher, headmaster or -mistress (Brit), chairman or -woman, chairperson; lecturer, expositor, exponent, interpreter и другие [Роже, 1979].

В этих списках даны различные наименования педагогов Узбекистана, Англии и США с детальной характеристикой реалий их образовательной системы. Некоторые из этих реалий трудно перевести на русский язык. Систематизируем ряд таких слов в таблице:

Таблица 1 – Трудности в переводе на русский язык слов (узбекского и английского языков), ассоциативно связанных с понятием «учитель»

№	Слово	Толкование слова (узб./анг. яз.)	Использование слова в контексте (узб./анг. яз.)	Толкование слова (рус. яз.)	Использование слова в контексте (рус. яз.)
1.	*domulla* (сокр. *domla*)	**1.** Diniy maktab muallimi:	Sayfulla machitga borib, *domullasidan* saboq olib keldi. P. Tursun, O'qituvchi.	- учитель религиозной мусульманской школы:	Европа, ты еще не поняла, что означает слово «*домулла*». А. Файнберг, Струна рубайята. Поэма. Вступление для европейца.
		2. Madrasani bitirgan mulla kishi:	Xon mulla Niyoz *domullaga* qaradi Domulla Niyoz Anvar tarafidan duoga qo'l ochdi. A. Qodiriy, Mehrobdan chayon.		
		3. etn. Duoxonlik, issiq-sovuq qilish bilan shug'ullanuvchi shaxs:	[Yusufbek hoji O'zbek oyimning] Doimo issiq-sovuqchi *domulla*, xo'jalarnikida bosh og'ritib yurishini ham bilar edi. A. Qodiriy, O'tgan kunlar.		
		4. O'rta va oliy maktab o'qituvchisi; ilmiy rahbar, ustoz:	Qudrat uni Olga Petrovna bilan tanishtirib: – Mana sizga *domulla*, shu kishida o'qiysiz, – dedi. M. Ismoiliy, Farg'ona tong otguncha.	- учитель (почтительное обращение к человеку в знак уважения к его знаниям)	
2.	*mulla*	**1.** O'rta Sharq, Markaziy Osiyo mamlakatlarida Madrasa ta'limini olgan shaxs.	Madrasani tugatgach, oshiqlar yor vasliga oshiqqandek, *mulla* Abdurahmon ham o'z shahriga yelib-yugurib yetdi. A. Qodiriy, Mehrobdan chayon.	- исламский священнослужитель, знаток Корана и религиозных обрядов у мусульман:	Я взобрался по ней на площадку, с которой уже не раздается голос *муллы*. А. Пушкин, Путешествие в арзрум во время похода 1829 года. Глава первая
		2. Din arbobi, ulamo:	Buxoro shahrida Mirarab madrasasining miyon saroyida ko'p *mullalar* to'planishib, madrasaning vaqfi to'g'risida gapirishmoqda edilar. S. Ayniy, Qullar		

Продолжение Таблицы 1.

		3. Ma'lumotli, o'qimishli kishi:	– Ha, *mulla*, charchamasdan, siqilmasdan yuribsanmi? Muncha ozib ketibsan? – dedi qori [Elmurodga]. P.Tursun, O'qituvchi.		
		4. Hurmat yuzasidan murojaatda, gaplashganda, kishining ismiga qo'shib aytiladi:	– Dunyoning ishi shunaqa ekan, *mulla* Ali! – deb uni yupatib qo'ydi [Otabek]. A. Qodiriy, O'tgan kunlar.		
3.	*mudarris*	- madrasa o'qituvchisi. Mudarrislar o'qitiladigan muayyan fandan dars bergan. Hozir O'zbekistondagi madrasa va diniy universitetlarda faqat diniy ilmlardan emas, dunyoviy fanlardan dars beruvchilar ham mudarris deb ataladi.	Yuqoridagi lavha esa, bu yil to'qsonni bo'ylayotgan, ayni shu yoshda ham hormay-tolmay *mudarrislik* qilayotgan domlaning kundalik ma'ruzasidan bir ko'rinish. Anvar Suyunov. Mudarris	- на арабском языке слово означает «учитель урока», обозначая учителя, который учит, и учёного, уполномоченного давать уроки. После завершения образования и обучения в местных школах провинций и получения диплома учителя преподавали религию и науки в медресе, где их называли мюдеррис, профессия называлась мюдеррислик:	Высочайше назначенный *мудеррис* бахчисарайского медресе Зинджерли … [Гаспринский, Исмаил]. Новый мудеррис: [Аджи Абибулла Эфенди – новый мудеррис Зынджырлы медресе; о встрече его горожанами, о его успехах в сфере образования и глубине знаний] / [Гаспринский, Исмаил]. – Текст: неп // Переводчик. – 1890. – 9 февраля (№ 5). – С. 1.
4.	*professor emeritus*	- retired but retaining an honorary title corresponding to that held immediately before retirement	I would like to conclude with the words of philosopher and historian Yirmiyahu Yovel, *Professor Emeritus* at the Hebrew University of Jerusalem and at the New School for Social Research in New York.	- ушедший в отставку профессор университета, имеющий право на это звание и, как правило, пожизненное жалованье в размере прежней заработной платы.	(букв. пер.) Я хотел бы завершить свое выступление словами философа и историка Ирмияху Иовела, *заслуженного профессора (Professor Emeritus)* в отставке Еврейского университета в Иерусалиме и Новой школы социальных исследований в Нью-Йорке.

Приведенные примеры утверждают о том, что использование в художественных произведениях и в речи труднопереводимых слов с других языков на русский служит показателем уважения к языку, культуре, ценностям других народов.

Следует указать особенности в обращении учащихся дискурса к педагогу в различных лингвокультурах. Обращение учащегося к педагогу на любой стадии обучения в русской лингвокультуре предполагает использование *имени и отчества*, вне зависимости от нации педагога: Валентина Михайловна, Шохиста Мухаммеджановна, Мурат Келдибаевич и др. В

узбекской лингвокультуре можно встретить использование имени и отчества, но большинство учащихся предпочитают при обращении к педагогам использовать слова *murabbiy, ustoz, domulla (domla)* + *фамилия*: устоз Турсунов, домла Джураева. Они не произносят имена педагогов, исходя из менталитета узбекского народа. Обращение не по имени – это почтительное отношение к старшим по возрасту и статусу. По традициям и обычаям узбекский народ по имени обращается к младшему поколению (младшим по возрасту, статусу). В английской лингвокультуре используется формула *Mr / Ms + фамилия* (Mr. Peterson), в репликах, адресованных учителям-мужчинам, школьники используют вежливое слово *sir*. В университетском общении возможна более свободная система обращения в зависимости от того, каковы обстоятельства общения – возраст преподавателя, степень личного знакомства с ним, место встречи (большая лекционная аудитория, небольшой класс для практического занятия, неформальная встреча вне стен учебной аудитории).

Проведенная нами работа является частью поставленной цели образовательно-педагогического дискурса. В завершении работы стоит отметить о том, что образовательно-педагогический дискурс социализирует новый член общества, включает в себя процесс объяснения устройства мира, норм и правил поведения, а также организацию его деятельности с целью интеграции в ценности и модели поведения, которые ожидаются от участников. Это также включает проверку понимания и усвоения информации, а также оценку достигнутых результатов.

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**EDUCATIONAL AND PEDAGOGICAL DISCOURSE:
THE SOCIALIZATION OF A NEW MEMBER OF SOCIETY**

Abstract. Discourse can be considered as interaction between people, which is analyzed taking into account their belonging to certain social groups or in the context of specific speech and behavioral situations. In this paper, we will consider ways of defining types of institutional discourse, study the model of institutional discourse in the context of pedagogical communication. Further, to disclose educational and pedagogical discourse, we will analyze the scheme proposed by the Russian linguist, Doctor of Philology, Professor of the State Institute of the Russian Language named after A.S. Pushkin Vladimir Ilyich Karasik. We will present a list of various names of teachers in Uzbekistan, England and the USA with a detailed description of the realities of their educational system and in the form of a table we will give difficult to translate words associatively connected with the concept of «teacher» into Russian from other languages (Uzbek and English). We will indicate the features in the address of students of the discourse to the teacher in various linguacultures (Russian, Uzbek and English).

Keywords: discourse, institutional discourse, educational and pedagogical discourse, typical participants, domulla (domla), mullah, mudarris, professor emeritus.

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**БІЛІМ БЕРУ-ПЕДАГОГИКАЛЫҚ ДИСКУРС:
ҚОҒАМНЫҢ ЖАҢА МҮШЕСІН ӘЛЕУМЕТТЕНДІРУ**

Аңдатпа. Дискурсты адамдардың белгілі бір әлеуметтік топтарға жататындығын немесе ерекше сөйлеу және мінез-құлық жағдаяттарының контекстін ескере отырып талданатын тұлғааралық өзара іс-қимыл ретінде қарастыруға болады. Бұл жұмыста біз институционалдық дискурс түрлерін анықтау тәсілдерін қарастырып, педагогикалық қарым-қатынас контекстіндегі институционалдық дискурс моделін зерттейміз. Одан әрі білім беру-педагогикалық дискурсты ашу үшін ресейлік лингвист, филология ғылымдарының докторы, А.С. Пушкин атындағы Мемлекеттік орыс тілі институтының профессоры Владимир Ильич Карасик ұсынған сехманы талдаймыз. Өзбекстан, Англия және АҚШ педагогтарының білім беру жүйесіндегі шынайы болмысына (реалияларына) егжей-тегжейлі сипаттама бере отырып, олардың түрлі атауларының тізімін ұсынамыз. Сондай-ақ «мұғалім» ұғымымен ассоциативті түрде байланысқа келетін басқа тілдердегі (өзбек және ағылшын тілдері) орыс тіліне аударылуы қиын сөздерді кесте түрінде көрсетеміз. Түрлі лингвомәдениеттердегі

(орыс, өзбек және ағылшын) білім алушылардың ұстазға қарата айтатын, жүгіну ерекшеліктері көрсетіледі.

Тірек сөздер: дискурс, институционалдық дискурс, білім беру-педагогикалық дискурс, типтік қатысушылар, домулла (домла), молла, мударрис, professor emeritus.

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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ
ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ
METHODS OF TEACHING LANGUAGE AND LITERATURE

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ISSUES IN CRITERION-BASED ASSESSMENT OF SECONDARY SCHOOL STUDENTS' ACHIEVEMENT AND MOTIVATION IN ENGLISH LANGUAGE LEARNING

Annotation

This article examines key issues related to the implementation of criterion-based assessment in evaluating the English language achievement and motivation of secondary school learners. The study focuses on 20 fifth-grade students from *Municipal State Institution "Secondary School No. 19 of the Department of Education of the Aral District of the Education Administration of Kyzylorda Region"*. Criterion-based assessment (CBA), which emphasizes transparency, objectivity, and clearly defined learning outcomes, has been widely introduced in Kazakhstani schools as part of ongoing educational reforms. However, despite its methodological advantages, challenges remain concerning its practical application, especially in foreign language teaching.

The research employed a mixed-methods approach, combining diagnostic tests, observational monitoring, motivation questionnaires, and analysis of students' learning dynamics within one academic term. Results revealed that CBA enhanced learners' understanding of success criteria, fostered greater responsibility for their learning, and improved formative learning feedback. Students demonstrated higher engagement during speaking and vocabulary tasks when assessment rubrics were explicitly explained.

Nevertheless, several problems were identified. First, students' motivation was often influenced by their understanding (or misunderstanding) of the descriptors. Some learners perceived the criteria as overly complex, leading to anxiety during tasks requiring oral performance. Second, teachers reported a significant increase in workload due to the necessity of preparing rubrics, descriptors, and formative feedback for every task. Third, parents demonstrated insufficient awareness of the CBA system, causing misunderstanding of their children's progress indicators. Overall, the study underscores that effective implementation of criterion-based assessment requires ongoing methodological support for teachers, explicit instruction on success criteria for students, and greater parental involvement. The findings contribute to discussions on improving assessment literacy and ensuring that criterion-based systems truly enhance both achievement and motivation in English language learning.

Introduction

Education systems around the world continue to evolve toward more transparent, fair, and student-centered approaches to assessing academic achievement. Over the last two decades, criterion-based assessment (CBA) has emerged as one of the most effective methods for monitoring students' progress and supporting their learning development, particularly in the context of competency-based education. Unlike traditional norm-referenced assessment, where learners are compared to one another, CBA evaluates each student's performance based on predefined learning objectives, descriptors, and success criteria. This approach aligns assessment with instruction and aims to ensure that every student clearly understands what is expected of them and how they can improve. As a result, CBA is closely associated with learner autonomy, formative feedback, and growth-oriented pedagogy.

In the context of English language learning, assessment plays an exceptionally important role. English, as a global language, requires learners to develop communicative competence across multiple domains, including speaking, listening, reading, and writing, as well as vocabulary and grammar proficiency. These skills develop cumulatively, and their accurate assessment is essential for guiding learners' progress. For younger learners – such as fifth graders – assessment practices influence not only their academic attainment but also their long-term motivation, attitudes toward the subject, and self-confidence as language users. When criteria are transparent and tasks are aligned with learning goals, students tend to feel more confident and engaged, which positively impacts learning outcomes. However, when criteria are unclear or overly complex, assessment can become a source of anxiety, confusion, and reduced motivation.

Kazakhstan's educational system has undergone substantial modernization in recent years, including the introduction of criterion-based assessment across all levels of schooling. These reforms aim to increase objectivity, promote fairness, and align the national curriculum with internationally recognized standards. The shift to CBA has been particularly significant in language education, where the need for clear descriptors and transparent assessment criteria is especially high. Teachers are now required to design rubrics, assess students using descriptors, provide formative feedback, and maintain detailed records of learners' progress. While these innovations have yielded many pedagogical benefits, they have also introduced a number of practical challenges that deserve further examination – especially in rural schools and among younger learners who may require additional support in understanding and using assessment criteria.

The present study investigates these issues in the real context of a Kazakhstani secondary school. The research was conducted among 20 fifth-grade students at the Municipal State Institution "Secondary School No. 19 of the Department of Education of the Aral District of the Education Administration of Kyzylorda Region." This setting is representative of many general education schools in the country, where teachers and students are adapting to new assessment systems while balancing curriculum requirements and resource limitations. Fifth graders were selected as the target group because they are at a critical stage in developing foundational English language skills, yet may still lack the metacognitive abilities required for interpreting complex descriptors.

The rationale for focusing on achievement and motivation is grounded in educational theory and practice. Research suggests that motivation is one of the strongest predictors of successful second language acquisition. If assessment is used effectively – by providing meaningful feedback, promoting self-reflection, and enhancing learners' understanding of their progress it has the

potential to increase motivation and improve performance. Conversely, an assessment system that overwhelms or confuses students can hinder their engagement and reduce the effectiveness of learning. Thus, examining how CBA influences motivation is essential for determining whether Kazakhstan's assessment reforms are achieving their intended goals.

Moreover, teachers play a central role in the success of any assessment system. Their ability to interpret criteria, design rubrics, and communicate expectations directly affects students' understanding and motivation. Preliminary observations indicate that teachers often struggle with increased workload, the complexity of designing descriptors, and the need to differentiate assessment for diverse learners. Many teachers acknowledge the benefits of CBA but also express concerns about time constraints and insufficient training. These challenges may affect the quality of assessment and, consequently, the learners' experience.

Parents, too, are important stakeholders in the assessment process. In many schools, parents are still unfamiliar with the meaning of descriptors, formative feedback, and summative tasks under CBA. Misinterpretation of assessment results may lead to misunderstandings about students' progress or abilities. Therefore, understanding the broader social context surrounding assessment is crucial for identifying ways to support students more effectively.

Given these considerations, the purpose of this research is to examine the key issues that arise when applying criterion-based assessment in English language teaching among fifth-grade students. Specifically, the study seeks to analyze how CBA influences students' academic achievement and motivation, identify common challenges faced by teachers and learners, and propose strategies for improving assessment practices in Kazakhstani schools.

To achieve this purpose, the research addresses the following objectives:

To measure the extent to which criterion-based assessment supports academic achievement in English among fifth-grade students.

To investigate how transparent criteria and formative feedback affect learners' motivation.

To identify challenges and barriers faced by teachers, students, and parents in understanding and applying assessment criteria.

To develop practical recommendations for improving the implementation of CBA in English language classrooms.

In summary, this introduction highlights the importance of studying CBA in the context of secondary English language education. While CBA has the potential to enhance learning and motivation, its effectiveness depends heavily on learners' understanding of criteria, teachers' assessment literacy, and parental awareness. The present research contributes to ongoing discussions about improving assessment practices in Kazakhstan and supporting both teachers and learners as they adapt to contemporary educational standards.

Literature Review. The purpose of this literature review is to examine theoretical and empirical perspectives related to criterion-based assessment (CBA), English language learning, student motivation, and the implementation of modern assessment systems within the context of Kazakhstan's educational reforms. This review synthesizes key concepts from international scholarship and situates them within the specific conditions of secondary education, with a focus on young learners.

Conceptual Foundations of Criterion-Based Assessment. Criterion-based assessment is grounded in the idea that student learning should be evaluated in relation to explicit, measurable criteria rather than in comparison to peers. According to Brookhart (2013), CBA ensures clarity and objectivity because students are assessed based on specific descriptors that outline levels of performance. This transparency helps learners understand what constitutes successful work and provides a roadmap for improvement.

Black and Wiliam's (2009) influential work emphasizes the role of assessment in supporting learning rather than merely measuring it. They highlight that CBA aligns naturally with formative assessment practices, which guide students toward mastery through feedback, reflection, and revision. Harlen (2010) similarly argues that assessment criteria must be closely tied to learning outcomes so that learners recognize the purpose behind each task.

A significant contrast exists between criterion-referenced and norm-referenced assessment. Whereas norm-referenced systems compare students to a group average, criterion-based systems evaluate mastery independently of other learners. This independence is particularly important in heterogeneous classrooms, where differences in background knowledge and learning pace can influence traditional grading. Stiggins (2017) stresses that CBA fosters fairness because it focuses on individual growth rather than competition, making it more suitable for inclusive education.

The Role of Criteria and Descriptors in Learning. Descriptors are at the heart of criterion-based assessment. They define specific levels of performance, making expectations visible to both teachers and learners. According to Sadler (1989), descriptors enable students to build mental models of quality work, which supports self-assessment and metacognitive development. For younger learners, however, descriptors must be developmentally appropriate. When criteria are too complex, students may misinterpret them or become anxious during assessment tasks [Brookhart, 2013].

Rubrics, as structured forms of decision-making, help standardize teacher judgment and reduce subjectivity. Andrade (2000) notes that rubrics are most effective when shared with students before the task begins, enabling learners to set goals and monitor progress. Research by Panadero and Jonsson (2013) suggests that rubrics enhance self-regulated learning, particularly when students are trained to interpret and use them meaningfully.

Criterion-Based Assessment in Language Learning.Assessment in English language teaching (ELT) requires evaluating a multidimensional set of skills, including reading, writing, speaking, listening, vocabulary, and grammar. CBA offers a structured approach for assessing each skill independently. According to Fulcher and Davidson (2007), language assessment benefits from transparent criteria because performance tasks — such as oral presentations or written compositions — often require subjective judgment.

Speaking assessment, for instance, traditionally suffers from variability in teacher scoring. Clear descriptors reduce this variability by specifying indicators of fluency, accuracy, pronunciation, and coherence. Research by Isaacs and Trofimovich (2012) shows that when teachers use detailed rubrics, reliability improves significantly in oral evaluations.

In relation to writing, Hyland (2003) emphasizes that rubrics help learners understand genre expectations, structural elements, and linguistic accuracy. However, younger learners may struggle to match their performance to rubric descriptors unless they receive explicit modeling and scaffolded practice [Cameron, 2001].

Listening and reading skills are often assessed using objective tasks, yet descriptors still play a role by clarifying how comprehension is demonstrated at various proficiency levels. The Council of Europe's CEFR (Common European Framework of Reference) levels, widely referenced worldwide, also operate on criterion-based principles, defining "can-do" statements for each skill. These descriptors help align classroom assessment with international benchmarks [Council of Europe, 2018].

Motivation in Second Language Learning. Motivation is a pivotal factor in successful language learning. Gardner's (2010) socio-educational model identifies two main components:

Integrative motivation — interest in the target language and culture,

Instrumental motivation — practical reasons for learning, such as academic success.

Dörnyei (2005) expands this view by proposing the L2 Motivational Self System, which suggests that learners are motivated when they can envision themselves as competent users of the target language. Assessment practices that support progress and celebrate small achievements can strengthen this vision.

The relationship between assessment and motivation is complex. Positive, constructive feedback enhances motivation, whereas unclear or overly negative feedback reduces it [Nicol & Macfarlane-Dick, 2006]. Younger learners are particularly sensitive to feedback tone. Panadero and Lipnevich (2022) found that clear criteria increase student confidence, but only when teachers explain them in age-appropriate language.

Challenges of Implementing Criterion-Based Assessment. International research highlights several challenges in implementing CBA:

Teacher Workload and Assessment Literacy

Teachers often experience increased workload due to the need to design rubrics, create descriptors, and provide detailed feedback. Brookhart (2013) notes that assessment literacy is essential for designing high-quality rubrics, yet many teachers lack sufficient training.

Students' Understanding of Descriptors

Younger learners may find descriptors difficult to interpret. Studies by Andrade (2000) and Sadler (1989) suggest that students require guided practice in using rubrics effectively.

Parent Awareness and Engagement

Parents play an important role in supporting learning. However, Andersson and Palm (2017) found that parents often misinterpret criterion-referenced reports because they are accustomed to traditional grades.

Consistency and Fairness

While CBA aims to ensure fairness, its effectiveness depends on teachers applying criteria consistently. Research by McMillan (2014) shows that teacher judgment can vary if descriptors are vague or misaligned with tasks.

Criterion-Based Assessment in Kazakhstan

Since 2016, Kazakhstan has implemented updated curricula and introduced criterion-based assessment in all primary and secondary schools (Ministry of Education and Science of Kazakhstan, 2016). These reforms were inspired by international models such as the CEFR and assessment frameworks used in OECD countries.

Several studies conducted in Kazakhstan indicate positive outcomes. Ismailova (2019) reports that CBA improves transparency, while Saduova (2020) notes increased student engagement. However, the same studies highlight challenges, including teacher overload, insufficient professional development, and parents' limited understanding of descriptors.

In rural schools, where resources are often limited, teachers must balance multiple responsibilities. A study by Kulzhanova (2021) in Kyzylorda region found that teachers struggle particularly with speaking assessment due to time constraints and difficulties applying rubrics consistently.

Despite these challenges, the national policy framework continues to emphasize criterion-based assessment as a foundation for improving educational quality and aligning Kazakhstani schools with international standards.

Results

This section presents the findings of the study based on quantitative and qualitative data collected over the 10-week academic term. The results are organized into several subsections: students' achievement outcomes, motivation changes, classroom observation findings, teacher reflections, and parent awareness. The data are interpreted to illustrate how criterion-based assessment (CBA) influenced fifth-grade students' English proficiency and motivation, and what challenges emerged during its implementation.

Students' Achievement Outcomes

To assess progress, diagnostic and final assessments were compared across four major English language skills: vocabulary, reading, writing, and speaking. The results indicate measurable improvement in all assessed areas.

Table 1 – Diagnostic vs Final Achievement Scores

Skill	Diagnostic Mean (%)	Final Mean (%)	Improvement (%)
Vocabulary	54	71	+17
Reading	48	60	+12
Writing	50	64	+14
Speaking	42	50	+8

These results demonstrate that students improved most in **vocabulary** and **writing**, followed by **reading**, while **speaking** showed the smallest gain. This pattern is consistent with existing research that indicates younger learners progress more quickly in receptive and written skills than in productive oral skills [Cameron, 2001].

Interpretation

Vocabulary improved significantly due to the use of visual rubrics and explicit success criteria.

Writing improvement was linked to detailed formative feedback, which guided revision and correction.

Speaking showed limited progress because students reported anxiety and confusion regarding speaking descriptors, especially criteria related to fluency and pronunciation.

Reading improvement reflects increased familiarity with task formats and clearer expectations for comprehension accuracy.

Motivation Questionnaire Results

Motivation was measured using pre- and post-questionnaires. The findings suggest that criterion-based assessment had a generally positive impact on student motivation, though mixed emotional responses were observed.

Table 2 – Motivation Indicators (Pre vs Post)

Indicator	Pre (%)	Post (%)	Change
Feels confident when criteria are clear	40	65	+25
Understands expectations through rubrics	52	80	+28
Feels anxious due to detailed descriptors	20	30	+10
Increasing interest in English	55	70	+15
Finds feedback useful	60	85	+25
Prefers tasks with criteria shown beforehand	50	78	+28

Interpretation

The largest positive change occurred in students' understanding of expectations and appreciation of feedback. This aligns with Nicol and Macfarlane-Dick's (2006) findings that formative feedback enhances self-regulated learning.

However, anxiety slightly **increased** (+10%). Interviews revealed:

Some students felt pressure to match every descriptor.

Oral performance tasks triggered nervousness, especially speaking assessments with multiple criteria.

Nevertheless, overall motivation increased in 80% of students.

Classroom Observation Findings

Observations conducted weekly revealed changes in engagement, behavior, and response to assessment tasks.

Diagram 1. Classroom Engagement Before vs After CBA

(Insert into Word as bar chart)

Before CBA:

████████▒▒▒▒▒▒▒▒▒▒▒▒▒ (55%)

After CBA:

█████████████████▒▒▒▒ (72%)

Key trends:
Positive Trends
Higher engagement during tasks with visual rubrics.
Students were more active when criteria were displayed using icons, colors, or simplified language.
Improved peer collaboration.
Students helped each other understand criteria and compared their work to descriptors.
Greater participation in reading and vocabulary activities.
Tasks became predictable and transparent.
Challenges Observed
Confusion during speaking assessments.
Many students asked clarifying questions and hesitated due to fear of making mistakes.
Over-reliance on teacher confirmation.
Some students constantly asked, "Is this correct according to criteria?" indicating emerging, but still fragile, assessment literacy.
Difficulty interpreting multi-level descriptors.
When criteria had 3–4 performance levels, students tended to misclassify their own performance.
Teacher Reflective Journal Findings
The teacher's diary provided deeper insights into the practical challenges of implementing CBA.
Recurring Themes:
Increased Workload
The teacher reported that preparing descriptors, rubrics, and feedback required significantly more time than traditional grading:
"For every task, I must prepare a rubric. It is helpful but very time-consuming."
Difficulty Simplifying Criteria
Adapting descriptors to suit fifth graders was challenging:
"Students sometimes do not understand words like *fluency*, *accuracy*, *coherence*."
Simplified rubrics with icons improved comprehension.
Speaking Assessment Issues
The teacher noted:
"Oral tasks take too long to assess fairly. Speaking descriptors are the hardest to apply."
Need for More Professional Development
The teacher expressed a desire for more training in rubric design and formative feedback strategies.
Student Interview Insights
Short interviews were conducted with 10 students.
Positive Feedback
"Criteria show me what to do."
"I like when the teacher gives comments."
"I understand my mistakes better."
Challenges
"Speaking criteria are scary."
"I don't know how to get 'excellent' level."
"Sometimes too many words in the rubric."
Parent Survey Results

A parent questionnaire revealed low awareness of CBA.

Key Findings:

60% did not understand what descriptors meant.

45% believed summative marks were "too complicated."

70% wanted workshops explaining CBA.

Parents were supportive but lacked assessment literacy, which occasionally caused misunderstandings.

Summary of Results

The results indicate:

Positive Outcomes

Measurable improvement in English language skills.

Increased motivation, confidence, and task engagement.

Greater clarity of expectations through rubrics.

Enhanced self-regulation in some learners.

Challenges

Anxiety related to speaking descriptors.

Teacher workload increased significantly.

Students struggled with complex criteria.

Parents lacked understanding of CBA.

These findings align with existing literature [Black & Wiliam, 2009; Brookhart, 2013], which emphasizes both the benefits and limitations of CBA in young learner contexts.

Discussion.

The findings of this study highlight both the opportunities and challenges associated with implementing criterion-based assessment (CBA) in English language learning for fifth-grade students. This discussion interprets the results in relation to existing literature, explores their pedagogical implications, and examines the factors influencing students' achievement and motivation.

Students' Achievement in Relation to CBA

The results showed that students achieved measurable improvement across vocabulary, reading, writing, and speaking, with vocabulary and writing demonstrating the highest gains. These outcomes align with Cameron (2001), who emphasized that younger learners tend to progress more rapidly in receptive and written skills, particularly when assessment criteria are explicit. The use of visual rubrics and clearly defined descriptors appears to have enhanced understanding, allowing students to focus on specific learning objectives rather than being distracted by ambiguous expectations.

Speaking skills showed the smallest improvement, which is consistent with Isaacs and Trofimovich (2012), who found that oral performance often presents challenges for young learners in assessment contexts. The combination of performance anxiety and complex descriptors may have hindered progress. This suggests that additional scaffolding, such as modeling and guided practice, may be necessary to support oral skills development under CBA frameworks.

Impact of CBA on Motivation

The motivational questionnaire revealed overall positive trends, including increased confidence, task engagement, and perceived usefulness of feedback. These findings corroborate Nicol and Macfarlane-Dick (2006), who argued that formative feedback and transparent criteria are essential for fostering self-regulated learning and intrinsic motivation. Students reported greater interest in English and an improved understanding of expectations, which suggests that criterion-based assessment promotes goal-oriented learning.

However, a modest increase in anxiety was observed, particularly in relation to speaking descriptors. This highlights a key consideration: while CBA can clarify learning objectives, it may also introduce pressure to achieve high levels across multiple criteria. According to Panadero and Lipnevich (2022), younger learners may feel overwhelmed by detailed descriptors if they lack sufficient support or scaffolding, reinforcing the importance of developmentally appropriate criteria.

Teacher Challenges and Assessment Literacy

Teacher reflections indicated increased workload and difficulties simplifying descriptors for younger learners. These observations echo Brookhart (2013), who noted that effective CBA implementation requires strong assessment literacy and time investment. The findings underscore the necessity of professional development programs that equip teachers with the skills to design age-appropriate rubrics, provide constructive formative feedback, and manage workload efficiently.

Additionally, challenges in oral assessment reveal the need for consistent scoring practices and calibration among teachers. McMillan (2014) emphasizes that inter-rater reliability is critical in ensuring fairness and credibility in criterion-based assessment. In rural settings such as the study site, where resources and training may be limited, these issues become even more pronounced.

Parent Engagement and Understanding

Parent surveys highlighted limited understanding of descriptors and criterion-based grading. This aligns with Andersson and Palm (2017), who noted that parents often misinterpret criterion-referenced results, especially when accustomed to traditional grading systems. Parental awareness is crucial because parents influence learners' attitudes and motivation. Workshops or informational sessions could improve parent engagement, ensuring that assessment results are interpreted constructively and support learning at home.

Integration with Existing Literature

The results of this study confirm that CBA aligns closely with contemporary educational theories emphasizing formative assessment, learner autonomy, and motivation. Black and Wiliam (2009) argue that assessment should primarily serve learning rather than merely measure achievement, a principle clearly supported by the observed improvements in student engagement and self-regulation.

Furthermore, the challenges identified in this study - such as increased teacher workload, student anxiety, and parent misunderstand – ing reflect international trends. Fulcher and Davidson (2007) noted that effective language assessment requires balancing rigor with accessibility, a balance that is particularly delicate for young learners. Simplified rubrics, visual cues, and guided feedback emerge as critical strategies for mitigating potential negative effects while maximizing benefits.

Pedagogical Implications

Several pedagogical implications arise from this research:

Developmentally Appropriate Descriptors: Descriptors must be simplified and illustrated with visual or verbal cues to ensure younger learners understand expectations.

Scaffolded Support for Oral Skills: Speaking tasks should include modeling, practice, and peer feedback to reduce anxiety and increase confidence.

Teacher Professional Development: Training in rubric design, formative feedback, and time management is essential to sustain effective CBA practices.

Parental Engagement: Informational workshops and explanatory materials can enhance parent understanding and support learners' motivation at home.

Balanced Assessment Load: Teachers need strategies to manage workload, such as collaborative rubric design, peer assessment, or technology-assisted scoring.

By addressing these areas, schools can enhance the effectiveness of CBA, ensuring that assessment serves both learning and motivational purposes. The study reinforces the notion that assessment is not merely a measurement tool but an integral component of the learning process.

Limitations and Considerations

While the study provides valuable insights, limitations must be acknowledged. The small sample size (N=20) limits generalizability, and the focus on a single rural school may not capture urban or high-resource contexts. Moreover, the study duration (10 weeks) was relatively short, potentially constraining long-term observations of motivation and achievement trends. Future research could expand the sample, include multiple schools, and examine longitudinal effects of CBA on learner outcomes.

Conclusion

The study's findings indicate that criterion-based assessment positively influences students' learning outcomes and motivation. Quantitative data demonstrated measurable improvements in vocabulary, reading, writing, and, to a lesser extent, speaking skills. Vocabulary and writing showed the most significant gains, highlighting the effectiveness of visual rubrics, clear descriptors, and formative feedback in guiding students toward learning objectives.

Motivation analysis revealed that students experienced increased confidence, engagement, and appreciation for feedback. The use of clear criteria helped students understand expectations and encouraged self-regulation, which aligns with the principles of formative assessment (Black & Wiliam, 2009; Nicol & Macfarlane-Dick, 2006). However, speaking tasks caused some anxiety, particularly when descriptors were complex or multi-level, indicating the need for scaffolded support in oral skill assessment.

Teacher reflections underscored the increased workload associated with preparing and implementing rubrics and descriptors. Simplifying criteria for younger learners, managing time efficiently, and maintaining consistent assessment standards emerged as significant challenges. Additionally, parental awareness of CBA was limited, suggesting a gap between school practices and home understanding. Parents expressed a desire for guidance and workshops to better comprehend criterion-based grading and support their children's learning.

Despite these challenges, the study confirms that CBA is a valuable tool for promoting fairness, transparency, and goal-oriented learning. By focusing on individual progress rather than peer comparison, it fosters an inclusive classroom environment where students are motivated to achieve their personal best.

Recommendations

Based on the findings, the following recommendations are proposed for educators, administrators, and policymakers:

Develop Developmentally Appropriate Descriptors:
Use simplified language, visual cues, and icons to ensure that young learners clearly understand the criteria for each task. Multi-level rubrics should be gradually introduced to avoid confusion and anxiety.

Provide Scaffolded Support for Oral Skills:
Include modeling, guided practice, and peer feedback for speaking tasks to reduce performance anxiety. Teachers should provide step-by-step guidance on fluency, pronunciation, and coherence.

Enhance Teacher Professional Development:
Organize training sessions on rubric design, formative feedback, and time management strategies. This will strengthen assessment literacy and reduce workload stress.

Engage Parents in the Assessment Process:
Conduct workshops, information sessions, and distribute explanatory materials to improve parents' understanding of criterion-based assessment and promote a supportive learning environment at home.

Implement Balanced Workload Strategies:
Encourage collaborative rubric design among teachers, use peer assessment, and incorporate technology-assisted scoring tools to manage assessment-related tasks efficiently.

Monitor and Evaluate Assessment Practices:
Schools should establish regular review processes to evaluate the effectiveness of CBA, identify areas for improvement, and ensure alignment with curriculum objectives and international standards such as CEFR.

Final Remarks

Criterion-based assessment is a transformative approach that promotes transparency, fairness, and learner autonomy in English language learning. While it introduces challenges related to teacher workload, student anxiety, and parental understanding, these issues can be mitigated through professional development, scaffolded support, and proactive parental engagement. The

study emphasizes that effective CBA implementation requires careful planning, collaboration, and ongoing reflection to enhance both achievement and motivation in young learners.

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ПРОБЛЕМЫ КРИТЕРИАЛЬНОГО ОЦЕНИВАНИЯ ДОСТИЖЕНИЙ И МОТИВАЦИИ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данной статье рассматриваются ключевые проблемы, связанные с внедрением критериального оценивания в процессе определения уровня достижений и мотивации учащихся средней школы при изучении английского языка. Исследование проведено на выборке из 20 учеников пятого класса Муниципального государственного учреждения «Средняя школа №19 отдела образования Аральского района управления образования Кызылординской области». Критериальное оценивание (КТО), основанное на принципах прозрачности, объективности и четко определённых учебных результатов, активно внедряется в казахстанские школы в рамках продолжающихся образовательных реформ. Однако, несмотря на его методологические преимущества, остаются сложности, связанные с практическим применением, особенно в обучении иностранному языку.

В исследовании использован смешанный метод, включающий диагностические тесты, наблюдение, анкетирование мотивации и анализ динамики учебных достижений учащихся в течение одной учебной четверти. Результаты показали, что КТО способствовало лучшему пониманию учащимися критериев успешности, повышало их ответственность за собственное обучение и улучшало качество формативной обратной связи. Ученики проявляли более высокую вовлечённость при выполнении заданий на говорение и лексику, когда оценочные рубрики были объяснены заранее.

Тем не менее были выявлены несколько проблем. Во-первых, мотивация учащихся часто зависела от их понимания (или непонимания) дескрипторов. Некоторые школьники воспринимали критерии как чрезмерно сложные, что вызывало беспокойство при выполнении заданий, требующих устных высказываний. Во-вторых, учителя сообщили о значительном увеличении нагрузки из-за необходимости подготовки рубрик, дескрипторов и формативной обратной связи для каждого задания. В-третьих, родители демонстрировали недостаточную осведомлённость о системе КТО, что приводило к неправильному пониманию показателей успеваемости их детей.

В целом исследование подчеркивает, что успешная реализация критериального оценивания требует постоянной методической поддержки учителей, явного и последовательного объяснения критериев успешности учащимся, а также более активного вовлечения родителей. Полученные данные вносят вклад в обсуждение повышения оценочной грамотности и обеспечения того, чтобы критериальная система действительно способствовала росту достижений и мотивации в изучении английского языка.

Ключевые слова: критериальное оценивание; мотивация; достижения; изучение английского языка; средняя школа; дескрипторы; формативное оценивание; учебные результаты.

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АҒЫЛШЫН ТІЛІНЕН ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ ҮЛГЕРІМІ МЕН ЫНТАСЫН КРИТЕРИАЛДЫ БАҒАЛАУ МӘСЕЛЕЛЕРІ

Аңдатпа. Бұл мақалада орта мектеп оқушыларының ағылшын тілін үйренудегі жетістіктері мен уәждемесін (мотивациясын) анықтау үдерісінде критериалды бағалауды енгізуге қатысты негізгі мәселелер қарастырылады. Зерттеу «Қызылорда облысы білім басқармасының Арал ауданы бойынша білім бөлімінің №19 орта мектебі» КММ-нің 5-сыныбындағы 20 оқушының қатысуымен жүргізілді. Критериалды бағалау (КБ) ашықтық, объективтілік және нақты айқындалған оқу нәтижелері принциптеріне негізделіп, қазақстандық білім беру реформалары аясында мектептерге белсенді енгізілуде. Дегенмен, оның әдістемелік артықшылықтарына қарамастан, әсіресе шет тілін оқытуда практикалық қолдануға байланысты қиындықтар әлі де бар.

Зерттеуде диагностикалық тесттер, бақылау, мотивациялық сауалнамалар және бір оқу тоқсаны ішіндегі оқушылардың оқу динамикасын талдау сияқты сандық және сапалық әдістер үйлестіріліп қолданылды. Нәтижелер КБ-ның оқушылардың жетістік критерийлерін жақсырақ түсінуіне, өз оқуына деген жауапкершіліктің артуына және формативті кері байланыстың жақсаруына ықпал еткенін көрсетті. Бағалау рубрикалары алдын ала түсіндірілген кезде оқушылар сөйлеу және лексикалық тапсырмаларға барынша белсенді қатысты. Сонымен қатар бірқатар мәселелер анықталды. Біріншіден, оқушылардың ынтасы көбіне дескрипторларды түсінуіне (немесе түсінбеуіне) байланысты болды. Кейбір оқушылар критерийлерді шамадан тыс күрделі деп қабылдап, ауызша жауап беруді талап ететін тапсырмаларда қобалжу сезінді. Екіншіден, мұғалімдер әр тапсырмаға рубрика, дескриптор және формативті кері байланыс дайындау қажеттілігіне байланысты жұмыс көлемінің айтарлықтай артқанын атап өтті. Үшіншіден, ата-аналардың КБ жүйесі туралы хабардарлығының жеткіліксіздігі балалардың оқу жетістіктерін дұрыс түсінбеуге әкелді.

Жалпы алғанда, зерттеу критериалды бағалауды тиімді енгізу үшін мұғалімдерге тұрақты әдістемелік қолдау көрсетудің, оқушыларға жетістік критерийлерін айқын әрі жүйелі түсіндірудің, сондай-ақ ата-аналардың қатысуын арттырудың маңызды екенін көрсетеді. Бұл нәтижелер бағалау сауаттылығын арттыруға және критериалды бағалау жүйесінің ағылшын тілін оқытудағы үлгерімі мен ынтасын шынымен арттыруына ықпал етуге бағытталған ғылыми талқылауларға үлес қосады.

Тірек сөздер: критериялық бағалау; мотивация; жетістік; ағылшын тілін оқыту; орта мектеп; дескрипторлар; формативті бағалау; оқу нәтижелері.

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МАҚАЛАНЫ РӘСІМДЕУГЕ ҚОЙЫЛАТЫН ТАЛАПТАР

1. Журналға мақала беру үшін авторлар https://vestnik.korkyt.kz/fil/ веб-сайтына тіркеліп өз мақалаларын жүктеуі тиіс.

2. Жарияланым тілі: қазақ, ағылшын, орыс.

3. Мақаланың көлемі – метадеректерсіз 5-8 бет.

4. Мақала мәтіні келесі тәртіп бойынша рәсімделеді:

• Автордың/авторлардың аты-жөні (екі және одан көп авторлар болған жағдайда *Байланыс үшін автор көрсетіледі), беттің ортасында, қалың кіші қаріптермен жазылады.

• Қызмет орны, қаласы, елі, электронды поштасы; беттің ортасында, курсивті қаріп.

• Мақаланың атауы – беттің ортасында, шегініссіз, қалың кіші қаріптер.

• Аннотация (180-200 сөз). Мақала тіліндегі тірек сөздер (9-10 сөз).

• Мақала мәтіні..........

• Әдебиеттер тізімі (мақала тілінде) және Reference ағылшын тілінде.

• Аннотация және тірек сөздер басқа екі тілде (таяу және алыс шетел авторлары бұл деректерді ағылшын және орыс тілдерінде бере алады, қазақ тіліне журналдың редакциясы аударады).

• Мақала соңында автор туралы ақпарат үш тілде (қазақ, ағылшын, орыс): аты-жөні (толық), ғылыми дәрежесі, ғылыми атағы, лауазымы, ЖОО (ғылыми ұйым) атауы, мекен-жайы, қаласы, елі және Orcid немесе Scopus ID болуы міндетті.

5. Мәтінді, формулаларды және кестелерді теру үшін Windows жүйесіне арналған Microsoft Word редакторы пайдаланылады. Мәтін редакторының параметрлері: барлық шеті – 2 см; ені бойынша теңестіріледі; қарпі – Times New Roman, өлшемі – 12; жоларалық интервал – 1,15; абзацтық шегініс – 1 см; беттің кескіні – кітап үлгісінде.

6. Әдебиеттер тізіміндегі тиесілі дереккөздерге жасалатын мәтіндегі сілтемелер шаршы жақша ішінде бірінші авторы, басылған жылы, бет(тер) саны көрсетіліп рәсімделеді, мысалы:

1. [Ваджибов, 1999: 45] немесе [Ваджибов, 1999: URL).

2. Егер 2 немесе одан да көп автор болса:

а) [Ваджибов және т.б., 1999: 45] немесе ә) [Шаймерденова, Аманжолова, Бурибаева, 2021: 10].

3. Егер тікелей сілтеме жасалмаған болса: [Ваджибов, 2022]. Тізімнің қарпі – Times New Roman, өлшемі – 12, абзацтың алғашқы тармақ шегерімі –1,25 см, жолдан жолға көшу арқылы ені бойынша теңестіріледі.

7. Әдебиеттер тізімі екі үлгіде:

1) мақала тілінде алфавиттік рет бойынша нөмірленбей беріледі;

2) латынша транслитерациясы, оның шеңберінде тік жақша ішінде ағылшын тіліндегі аудармасы ұсынылады (Reference үлгісін қараңыз).

8. Талаптар ғылыми шолулар, рецензиялар мен есімнамаларға қатысты да қолданылады.

9. Қолжазба орфографиялық және синтаксистік қателердің болмауы мен техникалық безендіру тұрғысынан мұқият тексерілуі тиіс. Техникалық талаптарға сай келмейтін мақалалар пысықтауға қайтарылады. Пысықтауға қайтару қолжазба жариялануға қабылданған жоқ дегенді білдірмейді. Мақаланы безендіру үлгісі ХҒТАР 03.91.03 (мына сілтеме бойынша анықталады: http://grnti.ru/).

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• Abstract (180-200 words). Keywords (9-10 words) in the language of the article. • Text of article ....

• Reference (in the language of the article) and in English.

• Abstract and keywords in two other languages (authors from near and far abroad can provide this data in English and Russian, and they are translated into Kazakh by the editorial Board of the journal). Information about the author/authors at the end of the article is given in three languages (English, Kazakh, Russian): Full name, academic degree, academic title, position, university name, address, city, country, ORCID or Scopus ID.

5. Use the Microsoft Word editor for Windows to type text, formulas, and tables. Text editor parameters: margins-2 cm on all sides; width alignment; font-Times New Roman, size12; line spacing-1.15; paragraph indent-1 cm; page orientation-book.

6. References to cited works in the text are square brackets given in brackets, indicating the first author of the work, year of publication: number of page(s). For example:

1. [Vadjibov, 1999: 45) or [Vadzhibov, 1999: URL];

2. If two or more authors:

a) [Vajibov et al., 1999: 45) or b) [Shaimerdenova, Amanzholova, Buribayeva, 2021: 10];

3. If there is no direct link: [Vajibov, 2022]. The font of the list itself is Times New Roman, size-12, the first line of the paragraph-with a protrusion of 1.25 cm, width alignment with hyphenation.

7. The list of references is provided in two versions:

1) in alphabetical order without numbering in the language of the article;

2) Latin transliteration, in which the English translation is given in square brackets (see sample: References).

8. Requirements apply to scientific reviews and personalities.

9. The article should be thoroughly checked for spelling and syntax errors and technical requirements. Articles that do not meet the technical requirements will be returned for revision. Returning for revision does not mean that the manuscript has not been accepted for publication. A sample of an article IRSTI 03.91.03 (defined by the link http://grnti.ru/)

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1. Авторы, желающие публиковаться в журнале, должны пройти регистрацию и загрузить статью на сайте https://vestnik.korkyt.kz/fil/

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• Аннотация (180-200 слов). Ключевые слова (9-10 слов) на языке статьи.

• Текст статьи ....

•Литература (на языке статьи) и Reference на английском языке.

• Аннотация и ключевые слова на двух других языках (авторы из ближнего и дальнего зарубежья эти данные могут дать на английском и русском языках, на казахский язык переводятся редакцией журнала).

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