

Abildinova Gulmira Maratovna – Candidate of Pedagogical Sciences, Associate Professor of the Department of computer science, L.N Gumilyov Eurasian National University, Republic of Kazakhstan, 010000, Astana, 11 Pushkin Str., tel.: +77753340708, e-mail: gulmira_2181@mail.ru.

Zhanaidarov Batyrkhan Beissengaliyevich – PhD student, Alkey Margulan Pavlodar Pedagogical University, Republic of Kazakhstan, 140000, Pavlodar, 60 Olzhabay Batyr Str., tel.: +77056314268, e-mail: batyrkhan97@gmail.com.

Kultenova Makhabbat Tulegenovna* – PhD student, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan, 010000, Astana, 11 Pushkin Str., tel.: +77085521100, e-mail: maxabbat.k@mail.ru.

Абыкенова Дария Болатовна – PhD, профессор, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Қазақстан Республикасы, 140000 Павлодар қ., Олжабай Батыр көш. 60, тел.: +77774181483, e-mail: abykenovad@ppu.edu.kz.

Абильдинова Гульмира Маратовна – педагогика ғылымдарының кандидаты, Информатика кафедрасының қауымдастырылған профессоры, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Қазақстан Республикасы, 010000 Астана қ., Пушкин көш. 11, тел.: +77753340708, e-mail: gulmira_2181@mail.ru.

Жанайдаров Батырхан Бейсенғалиевич – PhD докторанты, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Қазақстан Республикасы, 140000 Павлодар қ., Олжабай Батыр көш. 60, тел.: +77056314268, e-mail: batyrkhan97@gmail.com.

Культепова Махаббат Тулегеновна* – PhD докторанты, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Қазақстан Республикасы, 010000 Астана қ., Пушкин көш. 11, тел.: +77085521100, e-mail: maxabbat.k@mail.ru.

Абыкенова Дария Болатовна – PhD, профессор, Павлодарский педагогический университет имени Әлкей Марғұлан, Республика Казахстан, 140000 г. Павлодар, ул. Олжабай батыра 60, тел.: +77774181483, e-mail: abykenovad@ppu.edu.kz.

Абильдинова Гульмира Маратовна – кандидат педагогических наук, ассоциированный профессор кафедры информатики, Евразийский национальный университет имени Л.Н. Гумилева, Республика Казахстан, 010000 г. Астана, ул. Пушкина 11, тел.: +77753340708, e-mail: gulmira_2181@mail.ru.

Жанайдаров Батырхан Бейсенғалиевич – PhD докторант, Павлодарский педагогический университет имени Әлкей Марғұлан, Республика Казахстан, 140000 г. Павлодар, ул. Олжабай батыра 60, тел.: +77056314268, e-mail: batyrkhan97@gmail.com.

Культепова Махаббат Тулегеновна* – PhD докторант, Евразийский национальный университет имени Л.Н. Гумилева, Республика Казахстан, 010000 г. Астана, ул. Пушкина 11, тел.: +77085521100, e-mail: maxabbat.k@mail.ru.

IRSTI 14.35.09

UDC: 371.3:81'373.7:81'373.45

<https://doi.org/10.52269/SEPT2632029>

GAMIFICATION IN PHRASEOLOGY PEDAGOGY: AN ETHNOLINGUISTIC APPROACH TO UNIVERSITY TEACHING

Arynbayeva D.Zh.* – PhD student, O. Zhanibekov South Kazakhstan Pedagogical University, Shymkent, Republic of Kazakhstan.

Yücel Gelişli – Doctor of Pedagogical Sciences, Professor, Gazi University, Ankara, Republic of Turkey.

Khalikova N.S. – Candidate of Philological Sciences, O. Zhanibekov South Kazakhstan Pedagogical University, Shymkent, Republic of Kazakhstan.

The study examines the integration of ethnolinguistic content into the teaching of Kazakh phraseological units through game-based, interactive, and digital activities. Its relevance is determined by the need to develop instructional approaches that help students interpret the figurative meanings of phraseological units and the cultural information embedded in them. The study combined theoretical and methodological analysis with empirical data. The instructional component included quizzes, matching tasks, role-playing, competitive activities, and digital exercises. A ten-week classroom implementation involved 40 second-year students, while the subsequent online survey included a total of 81 respondents. Classroom observation and descriptive analysis of survey responses were also used. The findings indicate that students generally perceive game-based and digital activities positively and consider them useful for increasing interest and participation in phraseology lessons. Respondents also reported difficulties in understanding figurative meanings, contextual use, and ethnocultural features of phraseological units. The results reflect students'

perceptions and classroom engagement rather than objectively measured gains in learning outcomes. The study links phraseology instruction with ethnolinguistic interpretation and distinguishes the methodological roles of gamification, game-based learning, and technology-mediated interactive activities. The proposed tasks and methodological recommendations can be used to support semantic understanding, ethnocultural interpretation, and contextual use of Kazakh phraseological units in university teaching.

Keywords: *Kazakh phraseology, ethnolinguistics, gamification, game-based learning, interactive technologies, ethnocultural interpretation, university teaching.*

ЖОҒАРЫ МЕКТЕПТЕ ФРАЗЕОЛОГИЯНЫ ОҚЫТУДАҒЫ ГЕЙМИФИКАЦИЯ: ЭТНОЛИНГВИСТИКАЛЫҚ ТҰРҒЫ

Арынбаева Д.Ж. – PhD докторант, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент қ., Қазақстан Республикасы.*

Юджел Гелишли – профессор, Білім және ғылым кафедрасының докторы, Гази университеті, Анкара қ., Түркия Республикасы.

Халикова Н.С. – филология ғылымдарының кандидаты, аға оқытушы, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент қ., Қазақстан Республикасы.

Зерттеуде қазақ тіліндегі фразеологиялық бірліктерді оқыту үдерісіне этнолингвистикалық мазмұнды ойынға негізделген, интерактивті және цифрлық әрекеттер арқылы кіріктіру мәселесі қарастырылады. Зерттеудің өзектілігі студенттерге фразеологизмдердің ауыспалы мағыналарын және олардың құрамындағы мәдени ақпаратты түсіндіруге мүмкіндік беретін оқыту тәсілдерін іздестіру қажеттілігімен айқындалады. Зерттеуде теориялық-әдіснамалық талдау эмпирикалық деректермен ұштастырылды. Оқыту барысында викториналар, сәйкестендіру тапсырмалары, рөлдік ойындар, жарыс элементтері бар тапсырмалар және цифрлық жаттығулар қолданылды. Он апталық аудиториялық жұмысқа екінші курстың 40 студенті қатысты, ал кейін жүргізілген онлайн сауалнамаға барлығы 81 респондент қамтылды. Сонымен қатар аудиториялық бақылау және сауалнама жауаптарын сипаттамалық талдау әдістері пайдаланылды. Нәтижелер. Зерттеу нәтижелері студенттердің ойынға негізделген және цифрлық әрекеттерді жалпы оң қабылдайтынын және оларды фразеология сабақтарына қызығушылық пен белсенді қатысуды арттыруға пайдалы деп есептейтінін көрсетті. Респонденттер фразеологиялық бірліктердің ауыспалы мағынасын түсіну, оларды контексте орынды қолдану және этномәдени ерекшеліктерін анықтау барысында кездесетін қиындықтарды да атап өтті. Алынған нәтижелер оқу жетістіктеріндегі объективті өлшенген өзгерістерді емес, студенттердің қабылдауын және сабақ барысындағы белсенділігін сипаттайды. Ғылыми жаңалығы. Зерттеуде фразеологияны оқыту этнолингвистикалық интерпретациямен байланыстырылып, геймификация, ойынға негізделген оқыту және технология арқылы жүзеге асырылатын интерактивті әрекеттердің әдістемелік қызметтері ажыратылады. Практикалық маңызы. Ұсынылған тапсырмалар мен әдістемелік ұсынымдарды жоғары оқу орнында қазақ фразеологизмдерінің семантикалық мағынасын түсінуді, этномәдени тұрғыдан интерпретациялауды және оларды контексте орынды қолдануды қолдау мақсатында пайдалануға болады.

Түйінді сөздер: *қазақ фразеологиясы, этнолингвистика, геймификация, ойынға негізделген оқыту, интерактивті технологиялар, этномәдени интерпретация, жоғары мектепте оқыту.*

ГЕЙМИФИКАЦИЯ В ПРЕПОДАВАНИИ ФРАЗЕОЛОГИИ В ВЫСШЕЙ ШКОЛЕ: ЭТНОЛИНГВИСТИЧЕСКИЙ ПОДХОД

Арынбаева Д.Ж. – PhD докторант, Южно-Казахстанский педагогический университет им. О. Жанибекова, г. Шымкент, Республика Казахстан.*

Yücel Gelişli – профессор, доктор педагогических наук, Университет Гази, г. Анкара, Турецкая Республика.

Халикова Н.С. – кандидат филологических наук, Южно-Казахстанский педагогический университет им. О. Жанибекова, г. Шымкент, Республика Казахстан.

В исследовании рассматривается интеграция этнолингвистического содержания в процесс обучения казахским фразеологическим единицам посредством игровых, интерактивных и цифровых видов деятельности. Актуальность исследования определяется необходимостью поиска таких подходов к обучению, которые помогают студентам интерпретировать переносные значения фразеологизмов и заключённую в них культурную информацию. В работе теоретико-методологический анализ сочетался с использованием эмпирических данных. В учебный процесс были включены викторины, задания на сопоставление и распознавание, ролевые игры, задания с элементами соревнования и цифровые упражнения. В десятидневной аудиторной работе приняли участие 40 студентов второго курса, а в последующем онлайн-опросе – в общей сложности 81 респондент.

Также использовались аудиторное наблюдение и описательный анализ ответов участников опроса. Полученные данные показывают, что студенты в целом положительно воспринимают игровые и цифровые виды деятельности и считают их полезными для повышения интереса и активности на занятиях по фразеологии. Респонденты также отметили трудности, связанные с пониманием переносных значений фразеологических единиц, их уместным употреблением в контексте и выявлением этнокультурных особенностей. Полученные результаты отражают прежде всего восприятие студентов и их учебную активность, а не объективно измеренные изменения в результатах обучения. В исследовании обучение фразеологии рассматривается во взаимосвязи с этнолингвистической интерпретацией, при этом разграничиваются методические функции геймификации, игрового обучения и интерактивных видов деятельности, реализуемых с использованием цифровых технологий. Предлагаемые задания и методические рекомендации могут использоваться в вузовском обучении для поддержки семантического понимания, этнокультурной интерпретации и контекстуального употребления казахских фразеологических единиц.

Ключевые слова: казахская фразеология, этнолингвистика, геймификация, игровое обучение, интерактивные технологии, этнокультурная интерпретация, обучение в высшей школе.

Introduction. In the contemporary educational landscape, the effective integration of innovative teaching methods that preserve national values while ensuring language acquisition has become a pressing necessity. In this regard, the instruction of phraseological units is of particular significance, as they serve not only as linguistic expressions but also as carriers of cultural identity, embodying the worldview and mentality of a people. Phraseology, therefore, can be regarded as a semiotic system that encapsulates collective cultural experience.

In recent years, there has been a growing interest in employing game-based technologies alongside traditional methods for teaching phraseological units in the Kazakh language. Games represent a powerful pedagogical tool, enhancing learners' emotional engagement while enabling deeper and more accessible mastery of linguistic material. The integration of game-based approaches with ethnolinguistic content in teaching phraseological units is expected to foster learners' interest in the language and broaden their understanding of the national worldview. This issue is particularly relevant today, given that the phraseological corpus reflects the historical experience, beliefs, traditions, and spiritual-cultural values of the Kazakh people.

Accordingly, the development of methodological mechanisms for teaching phraseological units through game-based technologies that emphasize their ethnolinguistic potential is of significant importance in contemporary Kazakh language instruction. The present study seeks to explore the possibilities of employing game-based learning in teaching Kazakh phraseological units, while analyzing their ethnolinguistic potential from a scientific perspective. Within the scope of the research, the figurative meaning and cultural foundations of phraseological units are described, the didactic features of game-based approaches are examined, and diverse game formats are adapted for effective instruction. Furthermore, the study presents methodological guidelines, analyzes survey responses and classroom observations obtained during the instructional implementation, and formulates practical recommendations for phraseology teaching.

In the modern educational system, the modernization of teaching technologies, particularly the effective use of game-based methods, has become a crucial mechanism for enhancing learner engagement, stimulating interest in lessons, and improving the quality of knowledge acquisition. Teaching phraseological units through games not only enriches students' vocabulary but also increases their interest in national culture and strengthens their ability to retain linguistic material. Game technologies are understood as a set of methods and techniques that involve the use of game elements or fully developed games in the learning process with the purpose of forming knowledge, skills, and competences. These technologies enhance learners' cognitive activity, facilitate the assimilation of educational material, and make the learning process more emotionally appealing.

In pedagogical practice, game technologies are typically classified into several types. Didactic games are designed to consolidate, systematize, and test knowledge; examples include «Word Competition», «Match It», and «Who Is Faster?». Role-playing games model real-life situations and develop learners' speaking, thinking, and communication skills, such as constructing dialogues or performing social roles. Business games cultivate decision-making, logical reasoning, and problem analysis in professional or everyday contexts. Creative games stimulate imagination and creative thinking, for instance through story construction, staging scenes, or creating comics. Interactive games employ modern information technologies and are organized in the form of online quizzes, digital puzzles, or virtual quests.

In teaching Kazakh phraseological units, reliance on ethnolinguistic and cultural foundations allows for a deeper understanding of the interconnection between language and cognition. The nature of phraseological units, their meaning-forming function, and their cognitive and cultural significance have been widely discussed in the works of numerous scholars.

In Russian linguistics, the study of phraseology has been extensively developed in the works of prominent researchers. Among the classical contributions, V.V. Vinogradov in his monograph «On the Language of Artistic Literature» analyzed the role of phraseological units in artistic texts, emphasizing their function in conveying imagery and expressiveness. N.M. Shansky, in «Phraseology of the Modern Russian

Language», systematized the theoretical foundations of Russian phraseology and proposed a classification of its types. V. P. Zhukov, in «Russian Phraseology», provided a comprehensive description of the structural and semantic characteristics of set expressions. M.T. Telenkova, in her textbook «Course of the Russian Language: Phraseology», emphasized the importance of phraseology as an integral component of the linguistic system and discussed methodological approaches to its teaching. Similarly, V.L. Arkhangelsky, in «Russian Phraseology», offered a scientific explanation of the system of phraseological units and the laws governing their origin and development. These works laid the foundation for the study of semantic integrity, structural properties, and functional scope of phraseological units.

In subsequent decades, new approaches emerged, expanding the theoretical and practical scope of phraseological research. A.V. Kunin advanced comparative studies in phraseology and contributed to the compilation of phraseological dictionaries. V.N. Telia explored the cultural and national essence of phraseological units, focusing on their semantic, pragmatic, and linguocultural dimensions. E.A. Bryzgunova studied intonation and expressive nuances in phraseology. A.N. Baranov investigated cognitive and discourse aspects of phraseological expressions, while D.O. Dobrovol'skiy became one of the leading representatives of contemporary cognitive phraseology with international recognition. E. F. Arsent'eva is noted for her contributions to bilingual phraseological dictionaries and the study of translation aspects of phraseology.

In Kazakh linguistics, a major contribution to the systematic study of phraseology was made by I. Kenesbaev. His Kazakh Phraseological Dictionary systematized Kazakh phraseological units and provided a theoretical discussion of their classification, meaning, structural features, and usage [1, pp. 589–621]. Further studies in Kazakh linguistics have examined phraseological and ethnocultural units in relation to national worldview and cultural knowledge. In her monograph *Kazakh Phraseology: Within the Linguistic Paradigm*, G. Smagulova analyzes phraseological units from ethnolinguistic, cognitive, and national-cultural perspectives, emphasizing their role in representing culturally grounded knowledge [2, pp. 44–57]. Similarly, Zh. Mankeeva considers language as a system of signs reflecting national consciousness, worldview, culture, history, and ethnic identity, and emphasizes the importance of analyzing linguistic units within ethnolinguistic and linguocultural frameworks [3, pp. 3, 21].

In the present study, ethnolinguistic competence is understood as the ability to recognize and interpret the figurative meaning of phraseological units, explain their ethnocultural motivation and national-cultural connotations, and use them appropriately in context. For instructional purposes, this competence is considered through three interrelated dimensions: semantic understanding, ethnocultural interpretation, and contextual use of phraseological units. The proposed learning activities were designed to support these dimensions rather than to provide a standardized measurement of ethnolinguistic competence.

In the field of teaching methodology, the works of G.Q. Qosymova and S.R. Rakhmetova [4] contribute to the methodological study of teaching Kazakh vocabulary and phraseology by combining theoretical explanation with practical language-learning activities. Z.Kh. Saidova examines phraseologization as a cognitive process, focusing on the mechanisms through which linguistic and cognitive structures interact in the formation and interpretation of phraseological meaning [5, pp. 22–26].

The theoretical basis for the application of game-based activities in phraseology instruction also draws on communicative approaches to language teaching, particularly I.L. Bim's emphasis on motivated speech actions aimed at solving communicative tasks [6, p. 9] and E.I. Passov's formulation of the communicative method and its core methodological principles [7, pp. 32–43]. In the present study, the concepts of gamification, game-based learning, and interactive technologies are used as related but methodologically distinct terms. Gamification refers to the incorporation of game-design elements into activities that are not games in themselves [8, p. 10]. In educational contexts, such elements are added to existing learning activities primarily to increase motivation, engagement, and participation [9, p. 26; 10, p. 14]. Game-based learning, by contrast, involves learning through gameplay in which educational objectives are integrated into the structure of the game or game-based task [11, p. 259]. The term interactive technologies is used more broadly in this study to refer to digital and technology-mediated tools, including online quizzes, multimedia resources, mobile applications, and interactive exercises. Such tools may support gamification or game-based learning when they incorporate game elements, but they are not synonymous with either concept.

In grounding the methodology of teaching Kazakh phraseological units, this study draws upon the aforementioned scholarship, which views phraseology as a linguistic code imbued with ethnolinguistic and cognitive-cultural dimensions. While Russian classics such as V.V. Vinogradov and N.M. Shansky approached phraseology from the perspective of semantic integrity and structural precision, Kazakh scholars have further developed the ethnolinguistic dimension of the field. Building on these theoretical foundations, the present research proposes the integration of game-based technologies into phraseological instruction as a synthesis of theoretical inquiry and practical application. This approach is designed to foster learners' linguistic, social, and intercultural competence.

Game-based technologies hold significant importance not only in psychology and pedagogy but also in the field of language education. Theoretical and practical studies in this domain emphasize the role of games in personal development, their effectiveness in the learning process, and their capacity to enhance learners' cognitive engagement. In their study «The Game as an Effective Method of Teaching the Kazakh Language», A.Sh. Smailova and B.O. Rakhymbayeva examine the pedagogical potential of game techno-

logies in Kazakh language teaching [12, pp. 122–126]. The authors emphasize that game-based activities can support students' interest and motivation, contribute to vocabulary development, and provide opportunities for developing communicative and speaking skills [12, pp. 123, 126]. The study also highlights the motivational, communicative, and developmental functions of games in language learning [12, pp. 122–126].

Similarly, T.B. Mautbayeva, in her article «The Use of Game Technologies in Learning the Kazakh Language», explores the effectiveness of game-based methods in language education. She argues that game elements not only increase students' interest in lessons but also contribute to the development of communicative competence. The study shows that the use of games enhances learner activity, expands vocabulary, and improves speaking skills. This work underlines the practical significance of implementing game-based technologies in the methodology of teaching Kazakh.

The application of game-based technologies in the educational process provides an effective means of stimulating learners' cognitive activity, increasing motivation, and facilitating the acquisition of learning material. Through games, students not only acquire knowledge but also develop communicative skills, enhance creativity, and adapt to collaborative learning. This approach is particularly effective in language teaching, as learners practice free speech, apply new vocabulary in real contexts, and gain confidence in expressing their ideas. Consequently, game-based technologies revitalize the learning process, making it more interactive, engaging, and pedagogically efficient.

Aim and objectives. The aim of the study is to examine the methodological potential of gamification, game-based learning, and digital interactive activities in teaching Kazakh phraseological units within an ethno-linguistic framework. The objectives are to clarify the ethnocultural content of phraseological units, distinguish the methodological roles of gamification, game-based learning, and interactive technologies, adapt selected activities for phraseology instruction, and analyze students' perceptions of their use in the learning process.

Materials and Methods. In accordance with the research objectives, theoretical and methodological analysis, questionnaire survey, classroom observation, descriptive analysis, and ethnolinguistic analysis were employed. These methods were used to examine the methodological potential of gamification, game-based activities, and digital technologies in teaching Kazakh phraseological units and to identify students' perceptions of these approaches.

The study material consisted of Kazakh phraseological units with ethnocultural content. The phraseological units were selected with consideration of their semantic, figurative, and cultural characteristics and were adapted for instructional activities. The selected units reflected elements of the Kazakh national worldview, traditions, everyday life, cultural experience, and value system.

The empirical part of the study was conducted during the 2024–2025 academic year at the Department of Kazakh Language and Literature, Faculty of Philology. The main practical work involved 40 second-year students of the 6B01701 – Training of Teachers of Kazakh Language and Literature educational program from groups 1701-23 and 1701-33. The study was carried out within the course «Lexicology and Phraseology of the Modern Kazakh Language». Game-based, interactive, and digital activities related to the teaching of phraseological units were incorporated into regular classroom instruction over a period of ten weeks.

During the implementation of game technologies, interactive techniques such as «Find the Phraseological Unit», «Matching Task», «Multiple-Choice Quiz», and «Role-Playing Game» were applied. These activities aimed to enhance students' linguistic and cultural awareness, enabling them to comprehend the inner meanings and national motivations of phraseological expressions.

Following the ten-week instructional period, an online questionnaire consisting of 11 questions was administered. A total of 81 students participated in the survey. Of these, 40 were second-year students of the 6B01701 – Training of Teachers of Kazakh Language and Literature educational program who had directly participated in the ten-week classroom activities described above. To obtain a broader view of students' attitudes toward the use of gamification and digital technologies in teaching phraseology, the survey also included third- and fourth-year students of the 6B01701 educational program as well as students of the 6B02302 – Philology educational program. One respondent did not indicate age but completed all other questionnaire items; therefore, the respondent's answers were retained in the overall analysis. The questionnaire addressed students' phraseological knowledge, learning difficulties, preferred teaching methods, attitudes toward game-based and digital activities, supplementary learning resources, and suggestions for improving the teaching of phraseology.

In addition, an ethnolinguistic analysis was conducted to identify national and cultural connotations embedded in phraseological units. During the ten-week instructional period, classroom observation was used to examine students' participation, engagement, and cognitive interest while completing game-based and digital activities. These observations were used as supplementary qualitative data alongside the questionnaire results.

Results and Analysis. According to Kazakh ethnolinguistics scholar Zh. Baiteliyeva, phraseological units reflect the national and mental characteristics of a people and preserve information about their material, spiritual, and cultural life. Their figurative foundations may encode historical experience, worldview, everyday life, customs, and other ethnocultural features, which makes their ethnolinguistic analysis particularly significant [13, pp. 47–48].

From this perspective, the application of game-based technologies in teaching phraseological units from an ethnolinguistic standpoint acquires particular importance. To effectively master the implicit meanings and cultural-cognitive content of phraseological expressions, learners need interactive methods that foster cognitive engagement and linguistic curiosity. Tasks structured with game elements encourage learners to think creatively, collaborate in groups, and interpret linguistic units within a national-cultural context. Beyond the acquisition of linguistic material, such an approach also facilitates the internalization of ethnic consciousness, traditional worldview, and culturally specific figurative thinking patterns.

One such approach is gamification, which refers to the incorporation of selected game-design elements into learning activities that are not games in themselves. In phraseology instruction, these elements may include competition, points, challenges, immediate feedback, or task progression. In the present study, gamification is therefore distinguished from game-based learning, in which the learning activity itself is organized as a game or game-based task [9, p. 26; 10, p. 14; 8, p. 10; 11, p. 259].

In educational practice, gamification has also been discussed as a means of sustaining learners' attention, stimulating interest, and supporting engagement in the learning process [16, p. 347].

The following tables present examples of traditional phraseology tasks and their adaptation into game-based and technology-mediated interactive formats. The tasks were aligned with these dimensions: identification and matching activities addressed semantic understanding, tasks involving cultural background and origins focused on ethnocultural interpretation, while sentence construction, dialogue, and role-play activities supported contextual use.

Table 1. – Traditional Phraseology Tasks

№	Task Title	Content
1	Matching Meaning	Matching ethnophraseological units with their meanings or situational contexts
2	Text Construction	Writing a short text or dialogue using 3–5 ethnophraseological units
3	Identifying Origin	Exploring the historical and cultural background of phraseological units and providing explanations

Table 2. – Game-Based Learning Tasks

№	Task Title	Content
1	«Find the Odd One Out»	4–5 expressions are given, and one of them is not an ethnophraseologism – the task is to identify the odd one and justify the choice
2	«Phraseo-Lottery»	Completing the phrase by filling in words hidden with a pencil and explaining its meaning
3	«Who is Faster?»	Writing down as many ethnophraseological units as possible on a given topic within a limited time
4	«Role-Play»	Performing a short stage scene based on a specific tradition or event, using ethnophraseological units in dialogue

Table 3. – Technology-Mediated Interactive Tasks

№	Task Title	Content
1	Matching with Pictures	Matching an ethnophraseological unit with a digital image and explaining its cultural meaning or origin
2	Audio Dictation	Writing down ethnophraseological units presented in audio form, followed by analyzing their meaning
3	Online Quiz	Conducting a test on phraseological units using platforms such as Kahoot or Quizizz
4	Video Project	Creating a short video clip about the origin and cultural background of a particular ethnophraseologism

As the empirical part of the research, a survey was conducted to examine students' perceptions of game-based and digital technologies in teaching phraseological units and to identify the extent to which these approaches were considered engaging and useful by the respondents. A total of 81 students participated in the survey, including students from the 6B01701 – Training of Teachers of Kazakh Language and Literature and 6B02302 – Philology educational programs. The questionnaire consisted of 11 questions concerning phraseological knowledge, perceived learning difficulties, preferred teaching methods, supplementary resources, and students' suggestions.

A majority of respondents (61.7%) considered knowledge of phraseological units to be important for their future professional activity. This result suggests that many respondents recognize the communicative and cultural value of phraseological knowledge.

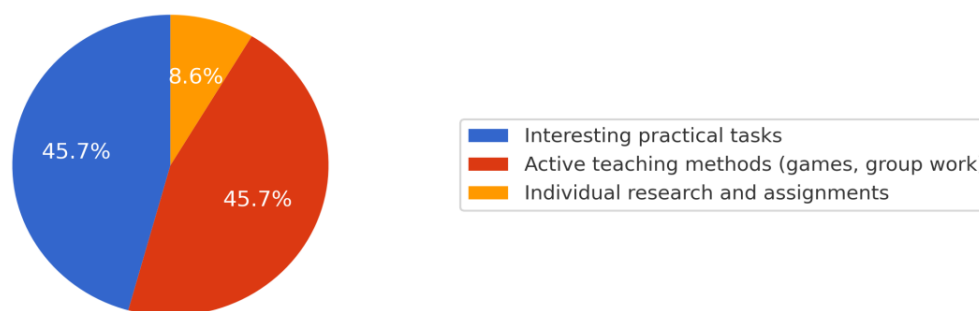
When asked to self-assess their knowledge of phraseological units, respondents reported the following levels: 65% – intermediate, 25% – advanced, and 10% – basic.

In terms of learning difficulties, students most frequently reported challenges in understanding the figurative meanings of phraseological units, using them appropriately in context, and identifying their ethnolinguistic features. These responses suggest the value of combining theoretical explanation with practical and contextualized activities.

When asked which teaching methods they considered most useful for learning phraseological units, respondents indicated the following preferences: practical tasks and game-based activities – 82.6%, context-based learning through texts – 10%, and lecture-based explanation – 7.5%.

In response to the question, «What could enhance your interest in learning phraseological units?», students provided the following suggestions.

Figure 1 – Percentage distribution of respondents' answers to the question: «What factors can enhance interest in learning phraseological units?»

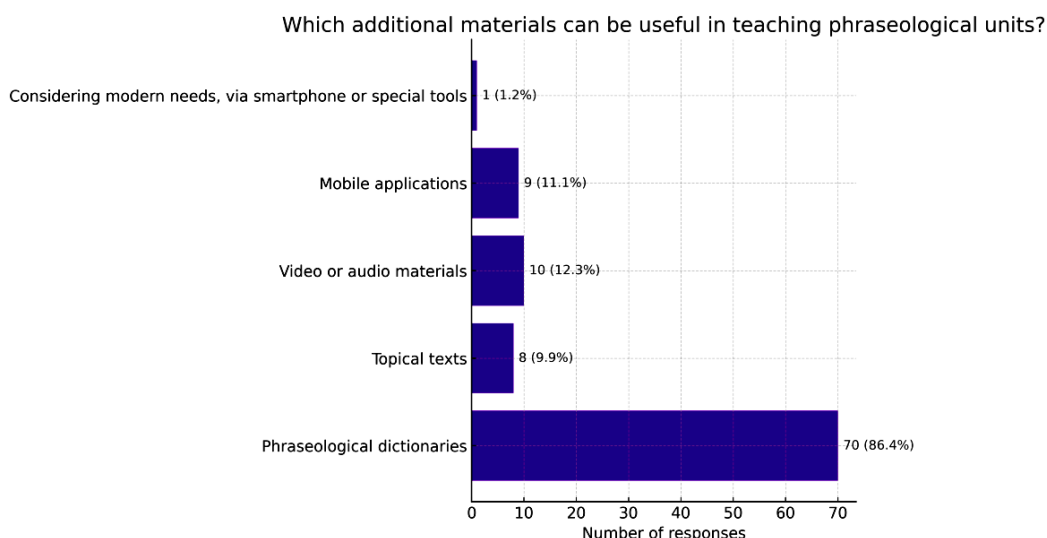


The survey responses indicate that students generally perceive game-based learning activities as an engaging approach to learning phraseological units. The respondents' answers suggest that the inclusion of game elements may increase their interest and encourage more active participation in learning activities. In the context of phraseology teaching, such activities may also support students' attention to both the linguistic meaning and the ethnocultural content of phraseological units. These findings reflect students' positive perceptions of game-based learning rather than an objective measurement of its effect on learning outcomes.

The survey results indicate that 85% of respondents consider knowledge of phraseological units important for vocabulary development. This finding reflects students' recognition of the linguistic and cultural value of phraseological knowledge.

In response to the question, «What supplementary materials do you consider useful in the teaching of phraseological units?» learners provided answers that are summarized in the diagram below

Figure 2 – Percentage distribution of respondents' answers to the question: «What supplementary materials could be useful in teaching phraseological units?»



As the survey results indicate, the majority of students emphasized the importance of using phraseological dictionaries in the teaching of phraseological units and also considered modern technologies – particularly video and audio resources, as well as mobile applications – to be useful supplementary learning tools.

Discussion. The integration of explanatory, phraseological, and etymological dictionaries into classroom instruction can play an important role in teaching phraseological units. While the instructor's oral explanation provides initial guidance, the use of dictionaries can deepen students' understanding of lexical

and phraseological meanings and support more systematic engagement with the material. In this regard, methodological scholars B. Ysraq and E. Khudaibergenov illustrate that the fixed expression «äy der äje, qoy der qojajoq» has been in use since ancient times, and although its meaning is generally understood by native speakers, the explanatory dictionary defines «äje» as “a respected and honored person in the village». Thus, the word in this idiom does not correspond to its literal dictionary meaning, which demonstrates the importance of dictionary-based explanations in clarifying phraseological semantics [15,102].

For this purpose, it is advisable to combine and actively use reference works such as The Etymological Dictionary of the Kazakh Language, A. Nurmaghambetov's Five Hundred and Five Words, R. Syzdyqova's Words Speak, The Explanatory Dictionary of the Kazakh Language, I. Kenesbaev's Dictionary of Kazakh Phraseologisms, R. Avakova's Phraseosemantics, and G. Smaghulova's Dictionary of Synonymous Phraseologisms. One possible instructional approach is to assign students a dedicated «dictionary notebook» in which they record phraseological units and participate in activities or competitions based on the quantity and quality of the collected material. When competition, challenges, or similar game elements are added to this otherwise non-game learning activity, the task can be regarded as incorporating elements of gamification.

Furthermore, modern digital technologies, including mobile applications, can provide additional opportunities for working with the ethnolinguistic dimension of phraseological units. In the present study, such digital resources are treated as technology-mediated interactive tools rather than as gamification in themselves. When they incorporate elements such as points, challenges, competition, or immediate feedback, they may also support gamified learning activities. This interpretation is consistent with the findings of A. Oraz and K.T. Malikov, who note that the appropriate use of mobile applications in the learning process can contribute to the reinforcement of linguistic material [16, p. 211].

The open-ended responses also provided additional insight into students' preferences. Among the recurring suggestions were the inclusion of phraseological units in regular classroom activities through games, the organization of creative competitions, and the more frequent use of phraseological expressions in tasks aimed at vocabulary development. One respondent noted that engaging and game-based activities could encourage participation even among students who are usually less active during lessons. These comments further illustrate the generally positive attitudes toward interactive forms of phraseology instruction identified in the survey.

Overall, the respondents' preferences suggest that phraseology instruction may benefit from combining dictionary-based work with contextual, visual, multimedia, and game-based activities rather than relying on a single instructional format.

When teaching phraseological units, instructors should not only present them as expressive and figurative linguistic tools but also guide students toward using them accurately and contextually. Special emphasis should be placed on pair and group activities, discussions, and debates, where correct and stylistically appropriate use of idioms is crucial. In this regard, visual aids, illustrations, and video materials can be integrated into lesson structures to diversify the ways in which students engage with phraseological units and their contextual meanings.

For instance, exercises may include identifying phraseological units in texts, explaining their meanings, composing sentences or dialogues using selected phraseological units, and producing context-based statements in which these expressions are used appropriately. In practice, students were provided with selected phraseological units, their meanings were explained, and learners were asked to compose their own sentences using them. This combination of explanation and active application was used to support students' understanding of phraseological meanings and their contextual use.

The following phraseological units were selected for classroom practice:

Table 4. – Constructing sentences by explaining the meanings of phraseological units

Phraseological unit	Meaning (literal + figurative)	Usage (example)
Айы оңынан туды (His moon rose on the right side)	Good fortune, luck favored (to be fortunate)	Айы оңынан туып, тез жетістікке жетті. (He was fortunate and quickly achieved success.)
Қырық жамау жүрек (A heart patched forty times)	A wounded soul, emotionally scarred	Қырық жамау жүрегімен ешкімге реніш айтпады. (Despite his wounded heart, he voiced no resentment to anyone.)
Тілге сөз түспей (Words do not fall on the tongue)	To be at a loss for words (unable to respond)	Тосыннан сұрақ қойғанда, тілге сөз түспеді. (When asked an unexpected question, he was at a loss for words.)
Жүрегінің түгі бар (There is hair on his heart)	Brave, courageous (fearless person)	Жүрегінің түгі бар жігіт ештеңеден қаймықпады. (The courageous young man feared nothing.)
Қол ұшын берді (Gave a helping hand)	Helped, assisted	Ауыр жағдайда қалған досына қол ұшын берді. (He gave a helping hand to his friend in a difficult situation.)

M. Ryskulov, a researcher of teaching phraseological units from a cognitive perspective, emphasizes that in order not only to understand the meaning of phraseological expressions but also to master their appropriate use, learners should be engaged in various games and improvisational exercises. For instance, students are presented with distorted or incorrectly used phraseological units and are required to identify their correct versions: *tel qoshakanday* (correct form: *tel qozyday*), *baka zhüris* (correct form: *tasbaka zhüris*), *attan tüskennedei* (correct form: *tüyeden tüskendei*), *bienin tügimen*, *tüenin бүгimen* (correct form: *tüieni түгimen*, *bieni бүгimen*), *tüiedeи түimedei etti* (correct form: *tüimedeyi түiedeи etti*), *qaskyr bulang'a saldy* (correct form: *tülki bulang'a saldy*), *ürikken zhylqydai qamaldy* (correct form: *ürikken qoidai qamaldy*), *üiden shyqqan suwirdai* (correct form: *innen shyqqan suwirdai*), *aitqanyn eki etti* (correct form: *aitqanyn eki etpedi*), *alpys tamyrı iidı* (correct form: *alpys eki tamyrı iidı*), *altyn malta as bolmady* (correct form: *alty malta as bolmady*), *bir qyrly, segiz syrly* (correct form: *bir syrly, segiz qyrly*), etc. [17]. Such game-based exercises can be used to draw learners' attention to the correct form and meaning of phraseological units while making the learning process more engaging.

The findings of the study suggest that students generally respond positively to the use of game-based activities in phraseology instruction. The survey responses and classroom observations indicate that such activities may support student engagement and encourage attention to both the linguistic meaning and the ethnocultural content of phraseological units. These results should be interpreted as evidence of students' perceptions and classroom engagement rather than as a direct measurement of gains in linguistic or ethnolinguistic competence.

Conclusion. The findings of the study suggest that game-based and digital activities can be meaningfully incorporated into the teaching of Kazakh phraseological units, particularly when attention is given to their ethnolinguistic and cultural content. The theoretical analysis and survey results indicate that phraseological units should be considered not only as linguistic expressions but also as carriers of ethnocultural information. Students' responses showed generally positive attitudes toward interactive and game-based forms of phraseology instruction and toward activities that draw attention to the cultural meanings of phraseological units.

Based on the theoretical analysis, classroom activities, and students' responses, the following methodological recommendations can be considered when teaching phraseological units with an ethnolinguistic focus:

- explain the meanings of phraseological units not only from a linguistic but also from a cultural and cognitive perspective;
- incorporate interactive game formats (quizzes, matching tasks, role-playing games) to increase learner engagement;
- apply modern digital resources and mobile applications as innovative tools for teaching phraseological units;
- utilize visual materials (infographics, animations, video lessons) to support the presentation and contextualization of phraseological content;
- integrate project-based and group activities with game elements that highlight ethnolinguistic dimensions.

Taken together, these recommendations reflect the respondents' generally positive attitudes toward the use of game-based, digital, and interactive activities in phraseology instruction. The survey responses suggest that students value learning formats that combine phraseological meaning with contextual and cultural interpretation. However, the present study did not directly measure changes in communicative, linguistic, or ethnolinguistic competence; therefore, the findings should be interpreted primarily in terms of students' perceptions, preferences, and classroom engagement.

Overall, the study indicates that game-based and digital activities have methodological potential for teaching phraseological units within an ethnolinguistic framework, particularly as tools for supporting student engagement and drawing attention to the cultural meanings of phraseological expressions. Since the present study focused primarily on students' perceptions and classroom observations, further research is needed to examine learning outcomes through objective measures, including pre- and post-assessment and comparative research designs. Future studies may also explore the use of digital game platforms, interactive maps, and online quizzes as part of a more comprehensive methodology for phraseology teaching.

Conflict of interest: The authors declare no conflict of interest.

REFERENCES:

1. **Kenesbaev I.** *Kazak tilinin frazeologiyalyk sozdigi* [Phraseological dictionary of the Kazakh language]. Almaty, Gylım, 1977, 712 p. (In Kazakh)
2. **Smagulova G.N.** *Kazak frazeologiyasy lingvistikalyk paradigmalarda* [Kazakh phraseology in linguistic paradigms]. Eltanym, Almaty, 2020, 256 p. (In Kazakh)
3. **Mankeeva Zh.A.** *Kazak tilindegi etnomadeni ataulardyn tanymdyk negizderi* [Cognitive foundations of ethnocultural nominations in the Kazakh language]. Almaty, Zhibek Zholy, 2008, 354 p. (In Kazakh)
4. **Kosymova G.K., Rakhmetova S.R.** *Kazak tilin okytu adistemesi* [Methods of teaching the Kazakh language]. Almaty, Bilim, 2011, 240 p. (In Kazakh)
5. **Saidova Z. K.** *Phraseologization as cognitive process. International Journal of Culture and Modernity*, 2021, vol.1, pp. 22–26.

6. **Bim I.L. Teoriya i praktika obucheniya nemeckomu yazyku v srednej shkole: Problemy' i perspektivy'** [Theory and practice of teaching German in secondary school: Problems and prospects]. Prosveshchenie, Moscow, 1988, 256 p. (In Russian)
7. **Passov E.I. Kommunikativny'j metod obucheniya inoyazy'chnomu govoreniyu** [Communicative method of teaching foreign-language speaking]. Moscow, Prosveshchenie, 2nd ed., 1991, 223 p. (In Russian)
8. **Deterding S., Dixon D., Khaled R., Nacke L. From game design elements to gamefulness: Defining «gamification».** *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments*, 2011, pp.9–15. Available at: <https://doi.org/10.1145/2181037.2181040> (accessed 15 February 2026).
9. **Dichev C., Dicheva D. Gamifying education: What is known, what is believed and what remains uncertain: a critical review** *International Journal of Educational Technology in Higher Education*, 2017, vol. 14, art. 9, pp. 1–36. DOI:10.1186/s41239-017-0042-5.
10. **Seaborn K., Fels D.I. Gamification in theory and action. A survey,** *International Journal of Human-Computer Studies*, 2015, vol. 74, pp. 14–31. DOI: 10.1016/j.ijhcs.2014.09.006.
11. **Plass J.L., Homer B.D., Kinzer C.K. Foundations of game-based learning,** *Educational Psychologist*, 2015, vol. 50(4), pp. 258–283. DOI:10.1080/00461520.2015.1122533.
12. **Smailova A.Sh., Rakhymbayeva B.O. The game as an effective method of teaching the Kazakh language,** *Bulletin of Karaganda University. Philology Series*, 2022, vol.108, no.4, pp. 122–127. DOI: 10.31489/2022Ph4/122-127.
13. **Baitelieva Zh.D. Kazak etnolingvistikasy** [Kazakh ethnolinguistics]. Almaty, Suleyman Demirel University, 2011, 109 p. (In Kazakh)
14. **Abisheva Zh.M., Razakhova B.Sh. Bilim berudegi geimifikatsiya** [Gamification in education]. *Proceedings of the X International Conference “TURKLANG 2022: Computer Processing of Turkic Languages”*, Astana, 2022, pp. 342–351. Available at: <https://repository.enu.kz/>. (accessed 15 February 2026) (In Kazakh)
15. **Ysraq B., Khudaibergenov E. Leksikany okytudyn innovatsiyalyk adistemesi** [Innovative methods of teaching vocabulary]. Shymkent, Nurbook, 2022, 130 p. (In Kazakh)
16. **Oraz A.N., Malikov K.T. Kazak tilin uiretude mobil'di kosymshalardy paidalanudyn tiimdiligi** [The effectiveness of using mobile applications in teaching the Kazakh language]. *Bulletin of L.N. Gumilyov Eurasian National University. Philology Series*, 2023, vol. 144, no.3, pp. 203–215. DOI:10.32523/2616-678X-2023-144-3-203-215. (In Kazakh)
17. **Ryskulov M.A. Frazelogizmderdi kognitivti turgydan okytu – okushylardyn sheshen soileu kabiletin damytudyn negizi** [Teaching phraseology from a cognitive perspective as a basis for developing students' eloquent speech]. *Bilim–Obrazovanie*, 2025, vol. 112, no. 1, pp. 128–138. DOI:10.59941/2960-0642-2025-1-128-138. (In Kazakh)

Received: 03 June 2026. **Accepted:** 05 July 2026. **Published:** 30 September 2026.

Information about the authors:

Arynbayeva Dildagul Zhanaidarovna* – PhD student, “8D01701 training of a teacher of the Kazakh language and literature” educational program, O. Zhanibekov South Kazakhstan Pedagogical University, Republic of Kazakhstan, 160000, Shymkent, 13 A. Baitursynov Str. 13, tel.: 87023154000, e-mail: dildagul.aryn@mail.ru, ORCID ID: <https://orcid.org/0009-0003-9468-1176>.

Yücel Gelişli – Doctor of Pedagogical Studies, Professor, Gazi University, Republic of Turkey, 06500 Ankara, 6/1 Bandyрма Str., tel.: +90 312 202 17 62, e-mail: gelisli@gazi.edu.tr, ORCID ID: <https://orcid.org/0000-0003-2816-3621>.

Khalikova Nurila Satybaldiyevna – Candidate of Philological Sciences, O. Zhanibekov South Kazakhstan Pedagogical University, Republic of Kazakhstan, 160000, Shymkent, 13 A. Baitursynov Str., tel.: 87755966530, e-mail: khalikova_nurila1976@mail.ru, ORCID ID: <https://orcid.org/0000-0002-1360-0131>.

Арынбаева Ділдегүл Жанайдарқызы* – PhD докторант, “8D01701 Қазақ тілі мен әдебиеті педагогін даярлау” білім беру бағдарламасы, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Қазақстан Республикасы, 160000 Шымкент қ., А. Байтұрсынов көш. 13, ORCID ID : <https://orcid.org/0009-0003-9468-1176>, Тел.: 87023154000, e-mail: dildagul.aryn@mail.ru.

Гелишли Юджел – профессор, Білім және ғылым кафедрасының докторы, Гази университеті, Түркия Республикасы, 06500 Анкара қ, Бандырма көш. 6/1, ORCID ID: <https://orcid.org/0000-0003-2816-3621>, тел.: +90 312 202 17 62, e-mail: gelisli@gazi.edu.tr.

Халикова Нурила Сатыбалдықызы – филология ғылымдарының кандидаты, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Қазақстан Республикасы, 160000 Шымкент қ., А. Байтұрсынов көш. 13, ORCID ID: <https://orcid.org/0000-0002-1360-0131>, Тел.: 87755966530, e-mail: khalikova_nurila1976@mail.ru.

Арынбаева Дильдакуль Жанайдаровна* – PhD докторант, образовательная программа «8D01701 – Подготовка учителей казахского языка и литературы», Южно-Казахстанский педагогический университет им. О. Жанибекова, Республика Казахстан, 160000 г. Шымкент, ул. А. Байтурсынова, 13, тел.: 87023154000, e-mail: dildagul.aryn@mail.ru, ORCIDID: <https://orcid.org/0009-0003-9468-1176>.

Гелишли Юджел – профессор, доктор педагогических наук, Университет Гази, Турецкая Республика, 06500 г. Анкара, ул. Бандырма 6/1, тел.: +90 312 202 17 62, e-mail: gelisli@gazi.edu.tr, ORCID: <https://orcid.org/0000-0003-2816-3621>.

Халикова Нурила Сатыбалдиевна – кандидат филологических наук, Южно-Казахстанский педагогический университет им. О. Жанибекова, Республика Казахстан, 160000 г. Шымкент, ул. А. Байтурсынова, 13, тел.: 87755966530, e-mail: khalikova_nurila1976@mail.ru, ORCIDID: <https://orcid.org/0000-0002-1360-0131>.

XFTAP 14.29.41

ӨОЖ 376.42

<https://doi.org/10.52269/SEPT2632039>

ЗИЯТЫ ЗАҚЫМДАЛҒАН БАЛАЛАРДЫҢ ӘЛЕУМЕТТІК-ТҰРМЫСТЫҚ DAҒДЫЛАРЫН ДАМУДА ИММЕРСИВТІ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ: ҚАЗІРГІ ЗЕРТТЕУЛЕРГЕ ШОЛУ

Бекежанова Р.К.* – PhD докторанты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан Республикасы.

Жиенбаева Н.Б. – психология ғылымдарының докторы, профессор зерттеуші, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан Республикасы.

Білім беруді цифрландыру зияты зақымдалған балалардың әлеуметтік-тұрмыстық дағдыларын қалыптастырудың нәтижелілігін арттыратын педагогикалық шешімдерге деген сұранысты күшейтуде. Мақаланың мақсаты – осы санаттағы білім алушылармен жүргізілетін түзете-дамыту жұмысында иммерсивті технологияларды (виртуалды, толықтырылған және аралас шындықты) қолдануға арналған отандық және шетелдік зерттеулерге аналитикалық шолу жасау. Зерттеу материалы ретінде рецензияланатын журналдарда жарияланған еңбектер мен ғылыми дерекқорлардағы жарияланымдар пайдаланылды. Зерттеу барысында теориялық талдау, салыстыру және дереккөздерді жүйелеу әдістері қолданылды. Күнделікті өмірлік іс-әрекет дағдыларын қалыптастырудың теориялық негіздері (мәдени-тарихи, нейропсихологиялық және дизонтогенетикалық тәсілдер) қарастырылады, сондай-ақ иммерсивті орталардың білім барысында мазасыздық деңгейін төмендетуге ықпалын көрсететін S. Parsons пен S. Cobb, J. Radiantі және әріптестері, G. Makransky мен G.B. Petersen және басқа да авторлардың зерттеулері қорытындыланды. Иммерсивті оқытудың педагогикалық әсерлері (уәждемелік, когнитивтік, мінез-құлықтық және әлеуметтік) айқындалып, енгізу шектеулері белгіленді: бейімделген әдістемелердің жеткіліксіздігі, педагогтерді арнайы даярлау қажеттілігі және сенсорлық артық жүктеме қаупі. Мақаланың практикалық маңыздылығы әлеуметтік-тұрмыстық дағдыларды дамытуда иммерсивті технологияларды қолданудың дәлелді бағыттарын жүйелеуінде және арнайы білім беру жүйесінде түзете дамыту бағдарламаларын жобалауға арналған бағдарларды айқындауында көрініс табады.

Түйінді сөздер: арнайы білім беру, иммерсивті технологиялар, зияты зақымдалған балалар, әлеуметтік-тұрмыстық дағдылар, виртуалды шындық.

ПРИМЕНЕНИЕ ИММЕРСИВНЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ СОЦИАЛЬНО-БЫТОВЫХ НАВЫКОВ У ДЕТЕЙ С НАРУШЕНИЯМИ ИНТЕЛЛЕКТА: ОБЗОР СОВРЕМЕННЫХ ИССЛЕДОВАНИЙ

Бекежанова Р.К.* – PhD докторант, Казахский национальный педагогический университет имени Абая, г. Алматы, Республика Казахстан.

Жиенбаева Н.Б. – доктор психологических наук, профессор-исследователь, Казахский национальный педагогический университет имени Абая, г. Алматы, Республика Казахстан.

Цифровизация образования усиливает запрос на педагогические решения, повышающие результативность формирования социально-бытовых навыков у детей с нарушениями интеллекта. Цель статьи – выполнить аналитический обзор отечественных и зарубежных исследований, посвященных применению иммерсивных технологий (виртуальной, дополненной и смешанной реальности) в коррекционно-развивающей работе с данной категорией обучающихся. Материалом исследования послужили публикации из рецензируемых журналов и научных баз данных. Использованы методы теоретического анализа, сопоставления и систематизации источников. Рассматриваются теоретические основания формирования навыков повседневной жизнедеятельности (культурно-исторический, нейропсихологический и дизонтогенетический подходы), а также